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ABSTRACT

In this interim report, Boston's Title I Secondary Reading/Language Arts and Math Programs for 1980-81 (involving a number of pilot projects) are evaluated. Most participants were satisfied with the administration and supervision of the programs, although middle school principals wanted to see more monitoring and evaluation of Title I personnel. Scheduling was a problem at most schools, and more input from teachers and principals in the student selection process was requested at the middle schools. A sizeable minority of high school Title I teachers wanted the test instrument changed. Staff were generally satisfied with the amount of instruction time and the curriculum. A substantial minority of high school classroom and Title I teachers were dissatisfied with coordination between Title I and the regular program. Materials were rated as excellent at the middle school level and sometimes inappropriate at the high school level. Suggestions for changes in workshops were made, although they were generally regarded as useful. Communication was not altogether satisfactory, with parent communication receiving the lowest ratings. Subjective judgments by middle school staff rated gains in reading and math as the highest. At the high school level, Title I teachers saw more improvement than classroom teachers and Title I paraprofessionals did. Students rated the programs very positively. Although community liaison aides were very active, attendance at Parent Advisory Council meetings was low as was parental involvement overall. (CMG)

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INTERIM REPORT

ESSEA TITLE I SECONDARY PROGRAM

Project Number: 81-035-124

1981

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I. INTRODUCTION

This Interim report is the formative evaluation of the federally funded ESEA Title I Secondary Reading/Language Arts and Math Programs for the academic year 1980-81. The report involves Middle School and High School students in the Boston Public Schools. Within these components are pilot programs including New Century Reading Lab, Jackson-Mann Hearing Impaired Program, Math Pilot Project, and the Kentucky Educational Television Program.

Findings of this report are based upon Title I documents, classroom observations, questionnaires and interviews with Title I administrators, school administrators, teachers, paraprofessional aides, Staff development assistant directors, Title I evaluation coordinators, and High School students.

Included, as they appear in the report, are the Program Description, the Evaluation Design, Process Evaluation Results and Recommendations.

Evaluator's Note

There has been a significant amount of flux and uncertainty in the Boston school system which influenced the program and the evaluation this year. For example, four of the five staff development people were new to Title I Staff Development in February. The threat of an emergency closing of schools due to a fiscal crisis and the uncertainty about future funding were significant disruptions, resulting in low morale among staff.

II. EXECUTIVE SUMMARY

A. Middle School

PROGRAM GOALS:

Reading/Language Arts performance objectives are stated below:

"Given a 45 minute instructional period in reading four days a week for 35 weeks, the Title I students will show an increase of one normal curve equivalent score, as measured by the appropriate levels of the Metropolitan Achievement Reading Survey Test."

"Given an individualized 45 minute instructional period in language arts, one day a week for 35 weeks, Title I students will show an increase of one normal curve equivalent score as measured by the appropriate level of the California Achievement Test, 1977-1978 Edition."

PROGRAM DESCRIPTION:

About 3,000 students in grades six through eight from Boston public and parochial schools receive Title I Reading/Language Arts Instruction. Instruction is provided by one Title I teacher and paraprofessional to a maximum number of nine students per period. Students are instructed on a daily basis, 45 minutes a day. Two components of the Middle School Title I program include the New Century Reading Lab and the Jackson-Mann Hearing Impaired Program.

SUMMARY OF FINDINGS:

1. Title I staff are satisfied with the present Title I Administrative structure. However, Principals recommend increased ongoing monitoring of Title I teachers and paraprofessionals.
2. Not all Title I teachers are reading certified. Principals and classroom teachers feel this should be required.
3. Title I and non-Title I staff are satisfied with their Title I related duties. Clerical aspects of the job are least desirable.
4. Most students selected for Title I are in need of service. More teacher and principal input in the selection process to identify highest priority need students was recommended by staff.
5. Scheduling is a problem at the middle school level. As a result some identified students do not receive Title I services. Respondent groups felt that Title I should either be a separate subject or supplement reading classes only.

MIDDLE SCHOOL SUMMARY OF FINDINGS. continued

6. Caseload size, nine students per session, seems appropriate for individualized instruction. Non-Title I staff is 100 percent satisfied with the teacher/student ratio while Title I teachers rated moderate satisfaction.
7. Materials are excellent at most schools. Improved distribution of used and unused materials was recommended by Title I teachers.
8. Upon receipt of new materials, formal instruction in the use of them was requested by Title I teachers.
9. Content of New Century lab materials is limited for students attending lab for a three year period. New Century Lab teachers requested a workshop for that specific unit of instruction.
10. Number of in-service workshops and continuity of onsite visits were affected by turnover in the staff development team. Other than a research and evaluation training session no formal instructional workshops were held for Title I teachers this year. One paraprofessional communications workshop was offered and successful.
11. Title I staff and principals appear to be adequately informed of Title I rules and regulations. Non-Title I teachers seem to be least informed of Title I rules and regulations.
12. Teacher requests for workshop content include topics such as material usage and motivational techniques.
13. Inter-staff communications were ranked above 80 percent satisfactory between Title I Administration, school principals, and paraprofessionals. Breakdowns in communication occur most with classroom teachers. Designated conference time for Title I and classroom teachers is not available in which teachers can discuss student progress.
14. Parent participation at the middle school level is generally low for both Title I and non-Title I programs. Parents seem to be tacitly supportive of Title I. More parent-teacher conferences were recommended by Title I staff.
15. Title I student gains were judged by involved staff and ranked according to degree of success as follows: reading/math performance, student enjoyment of Title I, self-concept gains, and attitude toward school.

RECOMMENDATIONS - MIDDLE SCHOOL

ADMINISTRATION

Recommendation 1: There is overlap in the job functions performed by the staff development team and the assistant directors. These roles should be consolidated to form one position.

Discussion: The primary emphasis of staff development is to provide inservice workshops and onsite instruction to Title I staff. Assistant Directors monitor the administrative aspects of the program. There appears to be overlap between job functions, in areas such as staff competence issues and staff needs. Perhaps roles could be combined to one position entitled Assistant Director/Staff Development with one person assigned to each district. The Assistant Director/Staff Development person would be a reading specialist with administrative skills. Responsibilities of this new position would entail assessment of staff training needs, provision of workshops, regulation of materials, and supervision of staff personnel issues. This new role should exist at all levels of the Title I program.

Recommendation 2: Staff selection should involve both Title I Administrators and School Administrators.

Discussion: Present staffing is regulated by a teacher's seniority in the Boston Public School system pool. Since individual schools have Title I needs particular to their individual populations, both Title I and school administrators desire to have some input for staff placement.

Recommendation 3: Paraprofessionals should have the literacy skills of a high school graduate.

Discussion: It was reported by involved staff that many paraprofessionals were unqualified to teach at the middle school level. Some lack many of the skills they need to supplement teacher instruction effectively.

INSERVICE/STAFF DEVELOPMENT

Recommendation 1: Continue orientation for teachers and paraprofessionals.

Discussion: Orientation unifies Title I staff at the beginning of the year and is an opportunity to give overall administrative directives. Orientation is especially valuable to new teachers.

RECOMMENDATIONS - MIDDLE SCHOOL, continued

Recommendation 2: Two mini-workshops for New Century Lab teachers should be provided annually.

Discussion: The lab program is unique to Title I; therefore teacher needs are somewhat different from standard Title I teaching needs. Instructional techniques and innovative utilization of the lab would be useful peer-sharing workshop topics for involved teachers, in addition to formal company instruction.

Recommendation 3: Effort should be made to increase level of communication with classroom teachers. A formal orientation to Title I rules and regulations is needed.

STUDENT SELECTION AND SCHEDULING

Recommendation 1: Increase the amount of staff input in student selection, perhaps through use of a checklist completed by principals or teachers in addition to test scores.

Discussion: Priority students could be better identified. All levels of involved staff feel that too much emphasis in student selection is placed on test scores alone. Although Title I "wait-lists" are lengthy at most schools, highest priority need students are not always selected for receipt of services. External variables often influence test scores such as level of testing effort, daily attitude, "over-testing", and guesswork.

Recommendation 2: Tests seem to be a valid measure of course content, however, revisions in testing conditions need to be made, i.e. timeliness and consistency of location for testing.

a) The number of Title I and city-wide testing days should be investigated.

Discussion: Title I teachers complained that too many instructional days are spent in testing. Too much testing can detract from course instruction time or cause lower student performance on tests.

b) Pre and post test conditions should be the same for optimum comparison of gain scores.

Discussion: Pre-tests are often given in the Title I classroom, while post-testing occurs in the homeroom. Varying conditions may affect student performance.

RECOMMENDATIONS - MIDDLE SCHOOL, continued

Recommendation 3: Scheduling of Title I should occur when original class schedules are established and listed on the students' class assignment list at the beginning of the year.

Discussion: At many schools student identification and scheduling did not occur until the second or third week of school. As a result, students resent being pulled from classes they enjoy and they experience more blatantly the effects of stigmatization. Lateness of scheduling also can minimize program importance among non-Title I staff and students.

Recommendation 4: Continue the present student/teacher ratio allotment of nine students per class.

Discussion: Class size is conducive to individualized instruction with one teacher and one paraprofessional per nine students.

MATERIALS AND FACILITIES

Recommendation 1: There is a need for equitable distribution of materials among schools.

Discussion: Several schools had an excessive abundance of Title I materials this year. Unused materials should be removed from classrooms and distributed to schools more in need. In schools where vandalism is more prevalent, secured storage space and additional materials should be provided.

PARENT INVOLVEMENT

Recommendation 1: Parent involvement is low at the middle school level. Reconsideration of type of parent involvement encouraged should be given.

Discussion: PAC activity on a local level is minimal and non-existent in many schools. Parent involvement within the classroom should continue to be encouraged.

B. High School

PROGRAM GOALS

Objectives of the Title I program in Reading/Language Arts are stated as follows:

Performance Objectives for which standardized tests are a measure

Given a 45 minute instructional period in reading, four days a week for 35 weeks, the Title I students will show an increase of one normal curve equivalent score, as measured by the appropriate levels of the Metropolitan Achievement Reading Survey Test.

Given an individualized 45 minute instructional period in language arts, one day a week for 35 weeks, the Title I students will show an increase of one normal curve equivalent score as measured by the appropriate level of the California Achievement Test, 1977-1978 Edition.

Objectives of the Title I Mathematics program are stated as follows:

Performance Objectives for which standardized tests are a measure

Given an individualized 45 minute instruction period, five days a week for 35 weeks, the Title I students will show an increase of one normal curve equivalent score, as measured by the appropriate level of the California Achievement Test.

PROGRAM DESCRIPTION

This is the third year of Title I services in Reading/Language Arts in Boston High Schools. The program was implemented in 18 schools this year - 14 public and 4 parochial schools. 36 teachers and 36 paraprofessional aides serve about 1000 students. Among the several pilot components of the Title I program are: Kentucky Educational Television and Math at Madison High School; Kentucky Educational Television at English High School; and a Reading/Language Arts pilot at South Boston High School.

SUMMARY OF FINDINGS

1. Title I teachers, their aides, classroom teachers and school administrators are very satisfied with the administration of the program.
2. 58 percent of Title I Reading teachers stated during interviews that Reading teachers should have some Reading background.
3. There is a high level of satisfaction that students in greatest need are in the program.

HIGH SCHOOL SUMMARY OF FINDINGS, continued

4. 62 percent of the teachers interviewed and responding to questionnaires are satisfied with the test used for student selection. The 38 percent who are not satisfied stated that the test is too far out of level to be useful.
5. Pre and post test scores are not available to the teacher within an appropriate period of time. This year's pre-test results were not available before May. The 1980 citywide post-test results did not reach teachers until September.
6. Scheduling is not well-implemented in the high schools. Teachers feel that it should be done before school begins in the fall.
7. Teachers feel that both reading and writing skills should have more instructional emphasis in the regular program. They would like them integrated into the program and discussed at in-service workshops.
8. Title I Reading/Language Arts teachers are 77 percent satisfied, and classroom teachers 59 percent satisfied with the coordination of the regular program and Title I instruction.
9. There is a high degree of articulation between the regular math curriculum and the Title I program.
10. Teachers would like more control over the choice of materials. Despite the abundance of materials in the classrooms, there are not enough materials that are both on-level and interesting. Audio-visual materials (excluding KET) were not in use during observations.
11. Teachers and aides are satisfied with facilities.
12. Teachers and aides would like more frequent workshops, and workshops on the teaching of reading and writing.
13. Orientation was provided for all Title I involved staff in September. Teachers would like it restructured to avoid repetition for experienced staff, and to accommodate staff entering the program after orientation.
14. Parent involvement is minimal at the high school level. Although Community Relations and Community Liaison Aides have been very active, attendance at PAC meetings is low. Parochial schools have the most viable PAC's.
15. Satisfaction with Program Outcome is only medial on the part of class teachers, principals and aides. But students have positive judgements about Title I and consistently report that it is helpful in both cognitive and affective ways.

RECOMMENDATIONS - HIGH SCHOOL

The following recommendations are the result of our process evaluation. Those marked with an asterisk (*) appeared in the 1979-1980 final report.

ADMINISTRATION

Recommendation 1: All Title I teachers of Reading should be either Reading certified or should attend workshops specific to the teaching of Reading.

Discussion: A significant number of Title I teachers are not only not Reading teachers, but they have come into the program from content areas other than English. Teaching these people specific skills can only increase their effectiveness.

Recommendation 2: Paraprofessionals should have the equivalent of a High School Diploma.

Discussion: Both aide and teacher should serve as positive and capable role models to the students. Aides should have at least the same competencies that students are working to master. Staff Development and/or Reading teachers should conduct workshops for aides.

INSERVICE/STAFF DEVELOPMENT

Recommendation 1: Clearly separate the instructional and administrative aspects of Title I instruction during orientation.

Discussion: There should be a mutual understanding of the goals of orientation so that staff development and teachers have the same expectations. The technical and administrative content of orientation should be distinct from instructional content.

Recommendation 2: Provide for staff assigned to Title I after orientation.

Discussion: A small workshop should be held at the start of the second semester to accommodate teachers who could not attend orientation held in October.

RECOMMENDATIONS - HIGH SCHOOL, continued

Recommendation 3: Workshops should respond to diverse backgrounds of two distinct groups - teachers and paraprofessionals.

Discussion: Not all of the Title I teachers are experienced in Title I instruction. While some teachers are certified in Reading, or are English teachers, others have no previous experience in the teaching of Reading or Language Arts. Some of the Title I teachers have had prior experience in high school instruction, while others have none. Paraprofessionals reflect an even greater diversity of background.

An active schedule of varying workshop topics recommended by teachers would allow experienced teachers, aides and new staff to attend those instructional sessions most pertinent to their needs. Among those suggested this year were workshops on peersharing, materials, discipline, and class management.

Recommendation 4: The workshop schedule should be changed.

Discussion: Workshops held as late in the year as April should have as their agenda what has worked/not worked this year so that when considering materials for next year individuals can benefit from the collective experience. A higher concentration of workshops should be held in October and November, and again in February and March.

STUDENT SELECTION/SCHEDULING

Recommendation 1: *Selection and scheduling of students should be done prior to the beginning of classes in September.

Discussion: Delays in the implementation of the program would be eliminated if the schedule were in place before school opens. An improvement in scheduling procedures will directly affect students who are receiving services.

Recommendation 2: Both pre and post-test results should be made available as soon as possible.

Discussion: The post-tests, which were administered city-wide, should be made available earlier in the year to facilitate scheduling for the following year. Teachers who receive post-test results at the beginning of the instructional year will be able to use them not only to appraise gains made, but also for diagnostic purposes. Similarly, results of pre-tests should be known as early in the year as possible in order to plan effective remediation.

RECOMMENDATIONS, HIGH SCHOOL, continued

Recommendation 3: Appropriate On-level tests of the California Standardized Test are and should be used to measure student gain or to indicate eligibility for Title I Services.

Discussion: While many teachers favor Off-level testing since high levels of the CAT do not discriminate between students when most students score so low. The evaluator however, suggests retaining the On-level tests since these are more valid.

INSTRUCTION

Recommendation 1: Strengthen communication skills within the classroom.

Discussion: With very few exceptions, the instructional model the evaluators observed was that of students entering the classroom, locating their folders, and beginning to work on worksheets. Minimal or no whole class discussion was held either around a mechanical topic (i.e. use of adverbs) or a reading selection. In our opinion, reading remediation cannot be removed from an approach in which understanding, speaking, reading and writing are seen as being on a continuum. Teachers who develop a language rich environment will increase their students' chances to make real gains. Silent classrooms do not motivate students to acquire strong reading and communication skills. The use of carrels should be examined to see if they promote learning or inhibit the kinds of communication necessary to reinforce skills. Teachers need to see that individualization and interactive skills are not mutually exclusive.

Recommendation 2: The South Boston High School pilot should be considered as a possible model of effective Title I Instruction.

Discussion: Helping students to function within the regular classroom at the time of instruction, in addition to the pull-out model, may increase the effectiveness of remediation. The Immediacy of instruction to a student's need is an important element of remediation. The program at South Boston addresses the problems of coordination and communication between the classroom teacher and the Title I teacher.

RECOMMENDATIONS - HIGH SCHOOL, continued

Recommendation 3: Continue the Math component.

Discussion: Students presently in the Math pilot are all in the first decade. The program at Madison High School should continue and teachers from other schools have indicated a need in their buildings.

Recommendation 4: *The use of worksheets and workbooks should not replace instruction.

Discussion: Whole class or group work on skills should precede any practice or use of worksheets. The relative values of active teacher instruction, prior to the beginning of an assignment, versus no such prior discussion, should be studied.

MATERIALS AND FACILITIES

Recommendation 1: High Interest, low vocabulary materials, suitable for high school students should be in greater use.

Discussion: A. Based on teachers' comments during on-site visits, we recommend that the following materials be retained:

<u>Scope</u>	<u>Individual Corrective English</u>
<u>Continental Press Work</u>	<u>Double Action for Reading</u>
<u>sheets</u>	<u>A Better Reading Workshop</u>
<u>Action Stories of Yesterday and Today, (AMSCO)</u>	<u>Real Life Reading Skills</u>
<u>CBS Educational Publishing</u>	<u>(Scholastic)</u>
<u>Reading Skills for the</u>	<u>Readers Digest materials</u>
<u>World</u>	<u>Reading Road to Writing</u>
<u>Stories That Live (Amsco</u>	<u>(Potter)</u>
<u>School Publication)</u>	

B. We have questions about the Hystrom Reading series which teachers state has a very low interest level and is too difficult, and the following titles which teachers say are unsuitable reading material due to their difficulty:

<u>Pilgrim at Tinker Creek</u>	<u>Siddhartha</u>
<u>I Know Why the Caged Bird Sings</u>	<u>All Creatures Great and Small</u>

RECOMMENDATIONS - HIGH SCHOOL, continued

Recommendation 2: Annotated bibliographies of available reading materials should be distributed to all Title I teachers.

Discussion: The classroom teacher, working daily with students, is in the best position to gauge which materials will be most relevant and interesting to the class. All teachers should have an opportunity to comment on materials. Materials pre-selected for the teacher who has no input into the choice will possibly spend most of the year on the shelf. The evaluators found during visits that several of the titles sent to the classroom were highly unsuitable for their intended use. It is defeating for a student in a remedial reading program to see an array of books which are inaccessible to him. Teachers should be able to select their own materials from a range of choices.

Recommendation 3: Audio-visual materials should be used or removed from the classrooms.

Discussion: Teachers should be trained in the use of audio-visual materials. If this is impossible, equipment should be removed to allow for other types of instruction such as the reading of plays which teachers report is very popular among students, class discussion of reading selections and other interactive skills. Teachers gave us the following responses when asked about the use of audio-visual materials.

1. Materials are secured because of vandalism and they are not readily accessible.
2. They have not been able to fit the use of the materials into the schedule.
3. Four teachers stated that they are opposed to the use of these materials.
4. One teacher commented that students frequently bring in their own tape recorders, plug them into the listening center, and do not do the lesson. He no longer plans lessons around audio-visual materials.

Recommendation 4: Accommodate students entering Title I from ESL program.

Discussion: Charlestown and South Boston are two of the schools in which many students in Title I are from non-English backgrounds. Dictionaries and culturally oriented readers would be useful. During our observations few students were able to complete classwork without the help of a student proficient enough to translate from their native language to English. Dictionaries were in constant use in those classrooms where they were available.

RECOMMENDATIONS - HIGH SCHOOL, continued

COMMUNICATION

Recommendation 1: *Develop mechanisms to carry over Title I into the content areas.

Discussion: There should be a higher degree of coordination between the content area teachers and the remedial teachers. Students should be encouraged to bring problem assignments and questions to the Title I classrooms. Skills such as outlining, report writing, note taking, and library skills are necessary to succeed in class.

Recommendation 2: Improve communication of Title I goals and regulations to non-Title I staff.

Discussion: Developing a closer working relationship among Title I administration, Title I teachers, and classroom teachers is important.

PARENT INVOLVEMENT

Recommendation 1: Efforts should continue to increase parent involvement.

Discussion: We suggest trying the following:

- Rotate meetings between A.M. and P.M. times to allow different groups of parents with work or home conflicts to attend.
- Rotate the meeting days so that those parents with prior commitments (job, courses, etc.) can attend at least one meeting.
- Avoid convening meetings near the major holidays (Thanksgiving, Christmas, etc) when families tend to be busier.
- Do not schedule meetings near the end of the year or during January and February when inclement weather is likely to interfere.
- Experiment with agendas for meetings: provide entertainment by students or others, sponsor a pot-luck dinner or cookout, etc.
- Greater effort should be made to encourage parents to attend specially designated Parent-Teacher conferences.

III. EVALUATION DESIGN

The evaluation design for the Boston Title I Secondary School Programs include both process and product evaluation. This interim report deals with process information.

For process evaluation those variables contributing to the delivery of services were explored. Specific variables assessed were: administration, selection and scheduling, instruction, facilities, in-service, communication, parent involvement, and materials.

A variety of evaluation activities were utilized including review of program documents, individual and group interviews, informal interviews, classroom observations and questionnaires.

The product evaluation will employ the RMC Model A design with pre-post test norm-referenced measures implemented. Standardized pre tests were administered in October 1980. Post tests were given in May 1981.

Specific evaluation activities and data sources will be illustrated in this section in the following categories: Interviews, Questionnaires, Observations and Testing.

A. Interviews

The following table reviews interviews and data sources implemented prior to this interim report for both middle school and high school programs.

Table 1

EVALUATION ACTIVITIES AND DATA SOURCES - INTERVIEWS

<u>Interviews</u>	<u>Data Source</u>
Individual	Associate Director - Secondary Assistant Directors Community Relations Associate Director Research and Evaluation
Group	Staff Development Personnel Title I Assistant Directors
Informal	Paraprofessionals Teachers

B. Questionnaires

Questionnaires were mailed to all secondary Title I teachers, paraprofessional aides, and school administrators on April 3, 1981. Follow-up attempts to increase the low response rate at the high school level occurred during subsequent on-site visits.

Other data sources include the optional responses of 49 middle school and 24 high school classroom teachers to a mailed questionnaire. In addition, 47 high school students were questionnaired in class.

The following tables indicate questionnaire response rates for middle and high school involved personnel.

Table 2

RESPONSE RATE MAILED QUESTIONNAIRES - MIDDLE SCHOOL

Data Source	Number Sent	Number Returned	Percent Returned
Title I Teachers	57	55	95%
Paraprofessional Aides	57	50	86%
Principals/Headmasters	37	28	76%

Table 3

RESPONSE RATE TO MAILED QUESTIONNAIRES - HIGH SCHOOL

Data Source	Number Sent	Percent Returned
Title I Teachers	36	36%
Paraprofessional Aides	36	33
Principals/Headmasters	18	44

C. Observations

The following tables illustrate the number of secondary public and parochial schools visited by the evaluation team.

Table 4

ON-SITE OBSERVATIONS - MIDDLE SCHOOL

	<u>Public Schools</u>		<u>Parochial Schools</u>	
	Total Number	Total Visited	Total Number	Total Visited
Schools	28	28	10	10
Teachers	52	50	10	9

Table 5

ON-SITE OBSERVATIONS - HIGH SCHOOL

	<u>Public Schools</u>		<u>Parochial Schools</u>	
	Total Number	Total Visited	Total Number	Total Visited
Schools	14	14	4	3
Teachers	32	30	4	2

*In the classrooms visited by the evaluator for the high school program, attendance was at 61%.

A total of 21 high school classrooms were visited. Of these, four schools had two classes combined in one large area.

Statistical analysis of only those students taking both pre and post tests will be completed. Computations will be performed by grade level indicating normal curve equivalent gains between pre and post test scores. Separate analysis of group achievement gains will be prepared for middle school New Century Reading Lab and for the high school secondary KET components.

IV. MIDDLE SCHOOL READING/LANGUAGE ARTS PROGRAM

A. Program Description

Approximately 3,000 students in grades six through eight (public and private) are enrolled in the Middle School Title I Program. Criteria for student selection is based on results of the Metropolitan Achievement Test administered in 1980. Students scoring less than the 40th percentile were eligible for Title I services. A list of qualifying students in rank order, from lowest to highest, is maintained at each school in the event that scheduling difficulties prevent admittance of students to the program.

The focus of this program is to improve reading and language art skills in a highly individualized setting. Materials and techniques are geared to the instructional level of students involved.

There are three components in the Middle School Title I Program. Although each shares the same basic philosophy, there are variations in teacher/staff ratio, location of activity, and materials used. Therefore, these aspects of each component will be discussed separately.

1) Middle School Reading/Language Arts Program

This is the major component of the Title I Middle School Program. It is implemented by 62 teachers in 38 schools. The following table indicates Title I Middle School level of involvement.

Table 6
NUMBER OF TITLE I SCHOOLS AND TEACHERS

	Schools	Teachers
Parochial	10	10
Public	28	52
TOTAL	38	62

One teacher and one paraprofessional instruct 45 students each day, nine students per period. Classes are held in spaces within target schools which are selected and eligible for service. Facilities range from regular classrooms, shared classrooms, basements, to labs. (See Facilities section for more detail)

Basic materials used are the Reading Boosters, Readers Digest Workshops, Globe Libraries, RD 2000 Reading Program, Listening Skills Program, and supplementary reading materials.

2) New Century Reading Lab

This pilot program is conducted in McCormack, Timilty and Lewis Middle Schools. Two teachers and two aides supervise 28 students each period, 140 students a day, in reading laboratories at each school. Students work independently within carrels containing earphone sets.

Specific content of New Century Lab consists of Reader Achiever (core), People Who Made America Great, Competence Plus, Spellbinder, Reading Sampler, Basic College English, Study Skill Binder and On Your Own. An incentive system with certificates awarded at various levels of achievement (i.e. 15, 45, 75 points) denotes individual progress.

All teachers have been formally trained and certified in the use of New Century Lab materials.

3) Jackson-Mann Program

In this Jackson-Mann Middle School Title I Program, one teacher and one paraprofessional instruct 20-25 hearing impaired students within the Jackson-Mann School.

Primary materials used include Barnell Loft, Cambridge Book Company, and

Hopewell Books. Supplemental materials for hard-of-hearing students are also used.

In each component, students receive Title I Instruction for one 35-45 minute session per day, five days per week.

PERFORMANCE OBJECTIVES

1. Behavioral Objectives

Reading

Illogical/logical thinking

Given the appropriate reading material containing illogical statements, the student will demonstrate his/her ability to distinguish between logical and illogical statements by writing the correct response to questions posed by the teacher.

Fact-opinion

Given selected material and questions, the student will distinguish fact from opinion by selecting the correct response to each question.

Language Arts

Part of Speech

The student will identify correctly the following parts of speech as used in the context of the sentence: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions and interjections.

Sentences

The student will write correctly a declarative, and interrogative, an imperative and an exclamatory sentence.

2. Performance objectives by which tests measure student gains:

"Given a 45 minute instructional period in reading, four days a week for 35 weeks, the Title I students will show an increase of one normal curve equivalent score, as measured by the appropriate levels of the Metropolitan Achievement Reading Survey Test."

Given an individualized 45 minute instructional period in language arts, one day a week for 35 weeks, the Title I students will show an increase of one normal curve equivalent score as measured by the appropriate level of the California Achievement Test, 1977-1978 Edition.

B. Process Evaluation Results

ADMINISTRATION/SUPERVISION

Title I and non-Title I teachers, principals and paraprofessionals rated their level of satisfaction with various aspects of Title I administration. Selected items to be discussed include: overall administrative structure, satisfaction with Title I related job duties, clarification of job roles, student identification and scheduling procedures. Information was collected from informal interviews, questionnaires, and classroom observations.

1) Overall Administrative Structure

Satisfaction ratings regarding overall administrative structure showed over 20 percent variance between respondents. While paraprofessional ratings were 89 percent satisfactory, Title I teachers' level of satisfaction was only 67 percent. (Refer to Figure 1)

Title I teachers felt administrative support was sufficient. Title I administrators were accessible as needed. Primary contact with administration is by means of telephone, with about three to six classroom visits throughout the year. Principals requested more monitoring and evaluation of Title I personnel, particularly paraprofessionals.

Staffing procedures is an item of concern for involved Title I staff at all levels. Title I administrator and school principal input was recommended with teacher certification as a prerequisite for employment.

One non-Title I teacher recommended, "Cut parent liaison and administrative staff and increase teachers and aides."

RELEVANT COMMENTS

(Staff Selection)

"We should have some input with personnel over staffing. If there is one thing to change, this is it." (Title I administrator)

"I don't know who my teachers are going to be. I have no control over the sizes of my classes." (Principal)

"The school to which Title I is assigned must have some input as to who is assigned and whether or not the Title I teachers will be an asset or hindrance to the functioning of that particular school. I have witnessed the Boston School Committee assign incompetent personnel to the school I am presently teaching in." (Non-Title I teacher)

"Certification for teachers." (Non-Title I teacher)

(Monitoring and Administrative Support)

"Administrators helped as needed." (Title I teacher)

"Evaluation of aides - who does this? When?" (Principal)

"Continue . . . in a more structured fashion." (Principal)

"Cut parent liaison and administrative staff and increase teachers and aides." (Non-Title I teacher)

2) Satisfaction with Title I Related Duties

In mailed questionnaires, 92 percent of the responding principals indicated satisfaction with their Title I related duties. Paraprofessionals were 87 percent of the time satisfied with their program function.

Title I teachers rated their satisfaction with job duties in two parts: clerical and instructional tasks. Clerical related duties received a 72 percent satisfaction rating and instructional duties a 96 percent satisfaction rating. Teachers felt that clerical work was the least desirable aspect of teaching, although demands were not excessive this year. Overall, both involved Title I and non-Title I staff are satisfied with their Title I related duties.

Correlated with role satisfaction is role clarification. Title I teachers and paraprofessionals indicate 87 percent satisfaction with job role clarification. It appears that in most cases job role distinction is defined, although paraprofessional duties vary by classroom. Some paraprofessionals

appear to perform a primarily clerical function, while others provide instruction to students individually or in small groups. Paraprofessional capabilities and Title I teaching techniques are factors affecting the types of tasks paraprofessionals perform. Many teachers feel aides are indispensable, while some paraprofessionals feel their involvement in classroom instruction is limited and regret that their primary function is the performance of clerical duties. (Refer to Figure 1)

RELEVANT COMMENTS

"Paperwork, as far as administrative responsibilities is not as bad this year as in other years. Sometimes it is repetitious."
(Title I teacher)

"Less documentation." (First year Title I teacher)

"A little too much paperwork, but I can live with it."
(Paraprofessional)

"My aide is indispensable. Materials in workbooks are non-consumable, my paraprofessional duplicates them." (Title I teacher)

"Make it clear that paraprofessionals are to help more with students and not just clean the room." (Paraprofessional)

Summary

Title I staff are satisfied with the present administrative structure. Support received from Title I administration is sufficient. Principals recommend more on-going monitoring and evaluation of Title I personnel. Title I and non-Title I staff are generally satisfied with their Title I related duties. Clerical aspects of Title I are least desirable for teachers, although not in excess this year. Role Clarification between teachers and paraprofessionals is apparent. Efforts to utilize paraprofessionals in the total instructional context should be encouraged.

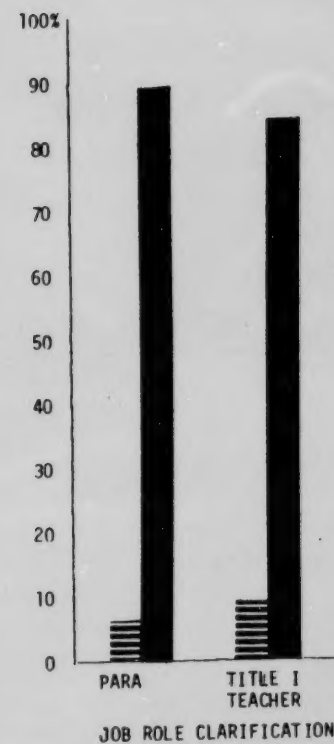
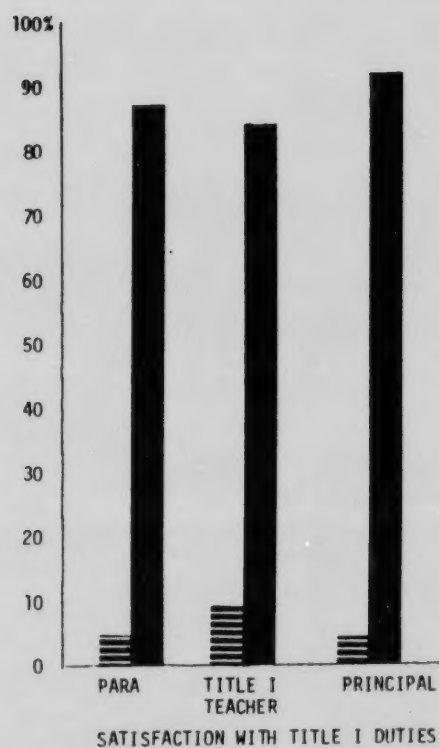
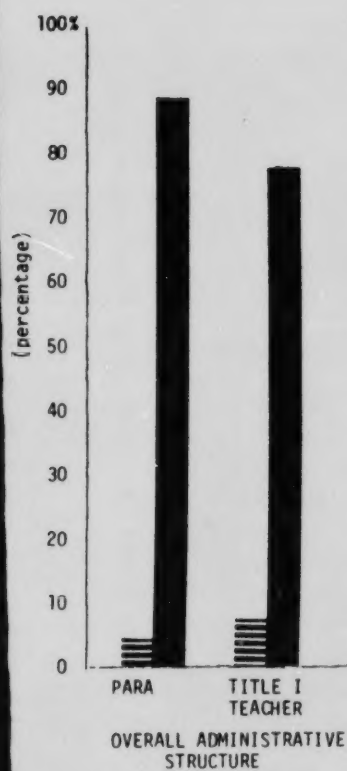
Figure 1
ADMINISTRATION & SUPERVISION
MIDDLE SCHOOL

LEGEND

▨ - DISSATISFACTION

■ - SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



SELECTION AND SCHEDULING

In this section, student identification procedures, standardized testing, and scheduling will be discussed. Results are based on satisfaction ratings from involved Title I and non-Title I staff.

1) Student Identification Procedures

Identification procedures received moderate ratings from principals, teachers, and paraprofessionals, averaging 79 percent satisfaction. Most comments regarding student identification procedures were related to testing. Among the teachers comments were the following:

- a) Use of standardized test scores as sole means for student identification was a source of dissatisfaction among involved personnel.
- b) Some students do well on standardized tests, but classroom performance is poor.
- c) Other students may score low because they had a bad day, were "tested-out", or did not take the test seriously.

Although teachers recommend that percentile cut-off points be increased to expand services to even more students, most schools presently have lengthy waiting lists. To avoid possible testing discrepancies, more teacher and principal input into the selection process was recommended.

This year Title I middle school students completed the Metropolitan Achievement Test and the California Achievement Test. Title I teachers rated their level of satisfaction with these tests. Results are shown in the table below.

LEVEL OF SATISFACTION WITH STANDARDIZED TESTS

Dissatisfaction	--	27 percent
Neutral	--	20 percent
Satisfaction	--	53 percent

Evaluators do not think the 53 percent level of satisfaction with testing relates to test selection. Questionnaire responses and Informal Title I teacher interviews produced no negative comments regarding test selection. Two teachers did state that the vocabulary component of the tests should continue to be emphasized. This section is very relevant to classroom instruction.

Testing environment for pre and post testing is not controlled at all schools. Pre-testing usually occurs in the Title I classroom, while post-testing often occurs in regular classrooms. Different testing conditions may affect outcome gain scores.

Title I teachers commented that both city-wide and Title I tests were given to students this year. They felt that too much instruction time was given to testing possibly resulting in lower student performance on tests. (Refer to Figure 2)

RELEVANT COMMENTS

(Selection - Staff Input)

"Selection of students should not be only from the test results. Teacher recommendation should play a major part . . ." (Principal)

"Test data is not sufficient criteria for student selection." (Title I teacher)

"Students don't take the achievement test seriously. Test scores are the only determination of need when it could have been a bad day." (Title I teacher)

"I firmly believe there are many 'greatest need' students who scored above the 40th percentile and are declared ineligible for service." (Title I teacher)

"A few students tend to 'test well' and therefore aren't eligible for Title I due to their high test scores, yet they could really benefit from the program." (Non-Title I teacher)

(Selection - Miscellaneous Comments)

"Some non-Title I children feel that Title I puts them in a class 'stupid' people." (Non-Title I teacher)

"More students need to be serviced." (Non-Title I teacher)

"I would like to see a bit more flexibility in placing students in Title I programs." (Non-Title I teacher)

2) Scheduling

Respondents indicate high rates of dissatisfaction with the present scheduling process. The highest rate of dissatisfaction was reported by Title I teachers (36 percent), who often carry the burden of juggling schedules after students have already received class assignments. Many students in need do not receive Title I services because of scheduling conflicts. Non-Title I teachers resent students being pulled from their classes. Students resent getting pulled from classes they enjoy. The effects of stigmatization and falling behind in course work for a non-credited course are also sources of conflict preventing ideal infusion into the overall school program. Principals suggest that earlier identification of students would alleviate some scheduling problems. Title I could then be incorporated into the master schedule.

Still, the problem remains that students must be pulled from regular assigned subjects. All respondent groups recommended that Title I be a separate, credited subject replacing the regularly assigned reading class. (Refer to following RELEVANT COMMENTS section)

Dissatisfaction lies not in the Title I concept, but in the stated regulations and restrictions preventing successful infusion of the program into the schools.

Examples of successful scheduling methods were offered by teachers during informal interviews. Schools in which the principal appointed a staff member to assign student schedules and to act as liaison with the Title I program have most success in scheduling. Teachers at one school elected to pull

students from science or social studies class, rotating the subject missed each semester. However, the underlying factor in the success of scheduling depends on how much Title I services are valued within the school and how well the overall administrative structure has been able to infuse Title I into the overall curriculum. (Refer to Figure 2)

RELEVANT COMMENTS

(Successful Scheduling)

"Few kids who are not in Title I is due to parents' choice. Most students in need of service are served." (Title I teacher)

"The program was worked out so that it wouldn't interfere with regular scheduling and we could maximize the benefits for the students. (Non-Title I teacher)

(Schedule Conflicts Prevent Service)

"Student scheduling can be difficult. Sometimes, it is impossible to schedule some pupils with great need." (Title I teacher)

"Scheduling at middle school level is a nightmare. So children cannot be serviced simply because of their schedule." (Paraprofessional)

(Early Identification)

"It helps us to schedule Title I students the earlier they can be identified particularly incoming students and grade six students." (Principal)

"At the middle school level I feel a need for change in schedule procedures. Title I students could be identified prior to the master schedule. Their program for the year would have Title I class printed on their schedule." (Paraprofessional)

(Late Scheduling)

"We get last choice in programming due to requirements of other courses." (Title I teacher)

"We have no input into scheduling our own students. They are assigned to us during their gym, music, art and career classes." (Title I teacher)

"Non-Title I teachers resent children being taken out of their classes." (Title I teacher)

"I recommend that Title I be put into a children curriculum at the beginning of the year. Instead of waiting and taking child out of class he/she may be enjoying. This causes a lot of grievance." (12 yrs. in program - paraprofessional)

(Rotating Schedule)

"Do not have students miss up to three years of science class while being involved in Title I. This schedule should be rotated." (Non-Title I teacher)

"Divide the school year into three equal time divisions and have all students attend Title I for one-third of the year (rotation) to develop skills in areas that they are not as yet proficient. Thus, Title I is not just catering to the same certain group and discriminating to other groups. All students are in need of help in different areas." (Non-Title I teacher)

(Title I - A Separate Subject)

"Students miss too many regular classes." (Title I teacher)

"Scheduling for Title I is always in conflict as long as Title I is viewed as extrinsic to the mainstream and not student accountable for a grade or promotion. Students aren't gratuitous." (Title I teacher)

"I feel that Title I should be scheduled in as a separate subject (with credit given) so that students would not have to miss classes." (Title I teacher)

"Change class schedules so that less major subjects are missed." (Non-Title I teacher)

"Title I should be graded so students can know how they're doing. Title I should be a separate school subject." (Non-Title I teacher)

"A structured period for Title I in each students schedule. This would avoid problems with other subjects." (Paraprofessional)

(Supplement Reading Class)

"Some scheduling problems. Recommends rather than pulling kids out of science, math, history; pull them out of reading, avoids getting behind in course work." (Title I teacher)

"Should be scheduled according to/with reading programs." (Title I teacher)

"Students should be taken out of regular reading program. There should be more of a tie-in with other academic subjects." (Non-Title I teacher)

"Mostly, I would say the scheduling of the classes at times seems to be a burden in that they cannot be taken out of reading class, and at times missing a math, English, or History period." (Non-Title I teacher)

"If the program is remedial, it replaces classroom instruction in that area. If it is supplementary, it comes out of the content area of the supplementary area as well as from other areas. I do not understand how a remedial program can be supplementary." (Non-Title I teacher)

"That Middle School children come to the Title I classes (reading) and not to regular scheduled reading class. They should receive points on their report card for attending Title I. Award System." (Paraprofessional)

Summary

Although, most students identified are in need of services, Title I and non-Title I staff request more input from teachers and principals in the final selection. It is felt that test scores are weighted too heavily. Lengthy Title I lists of students qualifying for services are maintained at a majority of the Title I target schools.

Scheduling is a problem at most schools to the extent that often Title I identified students do not receive service, or fall behind in regular coursework. Relevant comments show that paraprofessionals, classroom, and Title I teachers think that Title I should either be a separate subject or a supplement to reading classes only.

Figure 2

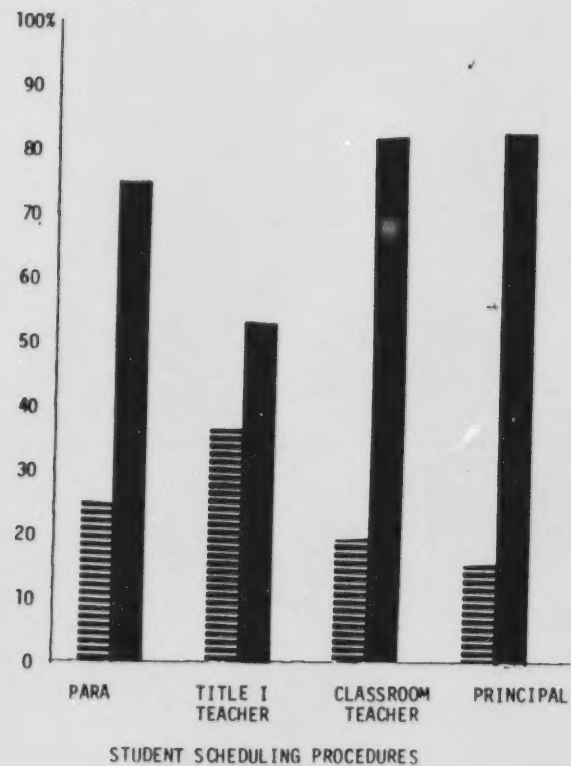
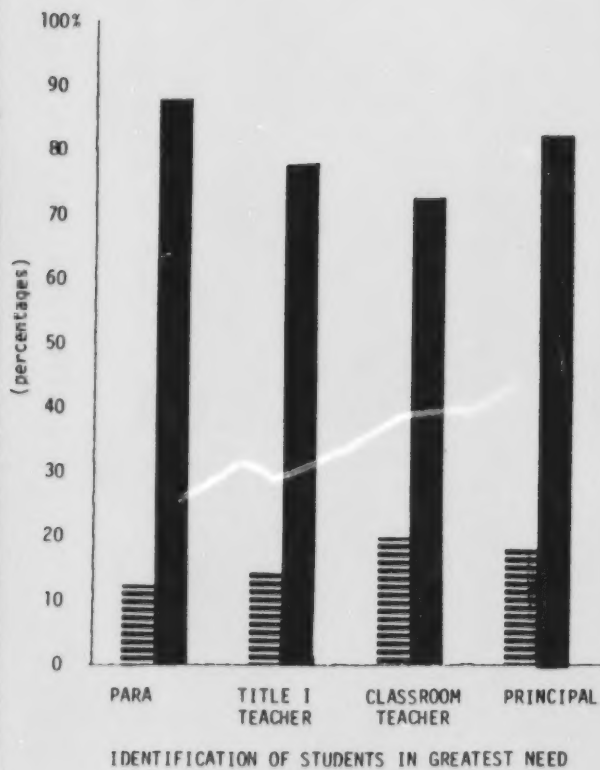
SELECTION AND SCHEDULING
MIDDLE SCHOOL

LEGEND

▨ - DISSATISFACTION

■ - SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



INSTRUCTION

Various aspects of Instruction were evaluated. Classroom observations, Informal Interviews, and questionnaire results are the basis for discussion. Teachers, paraprofessionals, and principals responded to the following items related to Instruction: teacher/student ratio, instruction time, coordination of Title I and non-Title I curricula, teacher/paraprofessional pre-planning and teamwork.

1) Teacher/Student Ratio

This year class size was increased from eight to nine students per session. To compensate for absenteeism some teachers elected to over enroll students. A majority of the classes observed had less than nine students present.

Title I and non-Title I staff responses to level of satisfaction with teacher/student ratio varied greatly. Although 100 percent of the non-Title I staff were satisfied with Title I class ratio, only 79 percent of the responding Title I teachers indicated satisfaction. In addition to ratings, ten questionnaire respondents commented that teacher/student ratio is a strength of the Title I program because problems can be corrected immediately, materials and instruction individualized, and discipline more controlled. Three Title I staff maintained caseload size should be reduced. (Refer to Figure 3)

RELEVANT COMMENTS

"The size of the class and working one to one has a great effect on the children. I know they have improved a great deal." (Title I teacher)

"Slower students could make progress in a small group setting." (Non-Title I teacher)

"Small class size along with aides help the students." (Non-Title I teacher)

2) Amount of Instruction Time

Both Title I and non-Title I staff were satisfied with the amount of Title I instruction time provided to students as indicated by ratings of over 92 percent by all respondent groups. Therefore, it appears that the amount of instruction time provided is sufficient. (Refer to Figure 3)

3) Content of Title I Curriculum

Title I teacher, paraprofessional and principal level of satisfaction with Title I curriculum was over 92 percent. Non-Title I teachers were also satisfied (83 percent) with the present Title I curriculum. Six non-Title I teachers recommended that remedial math be added to the Title I curriculum.

Instructional content is primarily reading oriented emphasizing word comprehension, vocabulary, phonics, decoding skills, etc. Language Arts, although taught in most classes, is not the primary focus of instruction. (Refer to Figure 4)

RELEVANT COMMENTS

"I feel if a student needs both reading and math, he should be able to take both subjects - not just one." (Paraprofessional)

"Add Title I math." (Non-Title I teacher)

4) Teacher/Paraprofessional Pre-planning and Teamwork

Teacher and paraprofessional ratings regarding pre-planning and teamwork averaged 85 percent satisfaction. Overall, responses were favorable. Teachers commented that paraprofessionals are indispensable. It is not known to what extent daily pre-planning actually occurs or to what extent teacher/paraprofessional teams are complimentary.

The amount of instructional support from paraprofessionals varies

according to capabilities, teacher perceptions of paraprofessional roles, and instructional techniques implemented. Most paraprofessionals were observed to be assisting students; however, nine paraprofessionals were observed performing clerical duties only. In four cases, paraprofessionals were not involved in either clerical or instructional functions and did not appear to be used to maximum potential according to paraprofessional job description guidelines. (Refer to Figure 4)

5) Coordination of the Title I Curriculum with the Regular Curriculum

This aspect of instruction received the lowest satisfaction ratings from respondents. Title I and non-Title I teacher ratings were in the 60 percent satisfaction range.

Successful curriculum coordination did occur in some schools. Effective methods of coordination include individual meetings with involved teachers prior to each school day to discuss student progress, providing tutorial service to students in coordination with classwork, and organizing a school-wide book club drawing Title I and non-Title I students to the Title I class. In larger schools, coordination is a more complex problem. Although Title I teachers often attend teachers' meetings this does not seem to facilitate coordination alone. (Refer to Figure 4)

RELEVANT COMMENTS

"Good correlation with classwork." (Principal)

"There should be more interchange subjectwise with the classroom teacher and not just a reading program with Title I." (Principal)

"It is sometimes difficult to coordinate content material with teachers." (Title I teacher)

6) Instructional Techniques

Of the 47 on-site visits made by the evaluation team, 37 classes were observed in session and 10 classes were not observed in session. Each class was observed for at least 30 minutes and classroom activities were recorded on a checklist. Multiple teaching techniques were often observed within this time frame. The table below illustrates the number of classes in which students were observed working independently, receiving individualized assistance from an instructor, or involved in small and large group instruction. The "overall percent" shows the percent of classes in which specific teaching techniques were observed. The total percent does not equal 100 because multiple techniques were observed within the 30 minute time frame.

Table 7
FREQUENCY OF OBSERVED TEACHING TECHNIQUES

	Times Observed	Overall Percent
Students work independently	23	62%
Staff assists student individually	13	35%
Small Group Instruction	6	16%
Large Group Instruction	7	19%

Specific classroom activities observed were also recorded in terms of frequency in which they were observed. Frequency ratings indicate the number of times activities were observed by class rather than the number of students participating in the specific activities. The "overall percent" is calculated using the same format as for Table 7.

Table 8
FREQUENCY OF SPECIFIC ACTIVITIES OBSERVED

	Times Observed	Overall Percent
Oral Reading	15	40%
Silent Reading	18	49%
Workbook Activities	14	38%
Testing	7	19%
Blackboard Demonstrations	6	17%
Playing Instructional Games	4	16%
Oral Language Exercises	2	8%
Tape Recorder Activities	2	8%
Writing Exercises	2	8%
Typing	1	3%

As indicated above, reading and workbook activities were most often observed during classroom visits. This supports the high frequency, 62 percent, of individual activities observed.

Regarding New Century Lab Instruction, Title I lab teachers voiced the following issue, stating, "Title I is more tailored to the individual; in New Century the individual is more tailored to the program." New Century Lab teachers stated the need for more personal/small group interchange to reduce repetition and encourage group contact, but the classroom facilities (i.e. lab booths) restrict this type of instruction.

Summary

Teacher/Student ratio increased from 8-9 students per period this year. As a result, non-Title I staff are 100 percent satisfied with caseload size, whereas Title I teachers are only 71 percent satisfied. Both Title I and non-Title I staff are very satisfied with the amount of instruction time and the curriculum content. Six Non-Title I teachers recommended the addition of math to the Title I curriculum.

Teacher/paraprofessional teamwork was rated 85 percent satisfactory. Although most teachers feel paraprofessionals are "indispensable", paraprofessional degree of involvement varies according to individual capabilities and teachers' techniques. Students were observed independently performing reading and workbook activities most often. They were also observed participating in writing exercises, tape recorder activities, and oral language exercises in two classrooms each. Classroom interaction appears to be somewhat limited, particularly at schools with small or shared classrooms.

Figure 3
INSTRUCTION
STUDENT RATIO AND INSTRUCTION TIME
MIDDLE SCHOOL

LEGEND

▨ - DISSATISFACTION

■ - SATISFACTION

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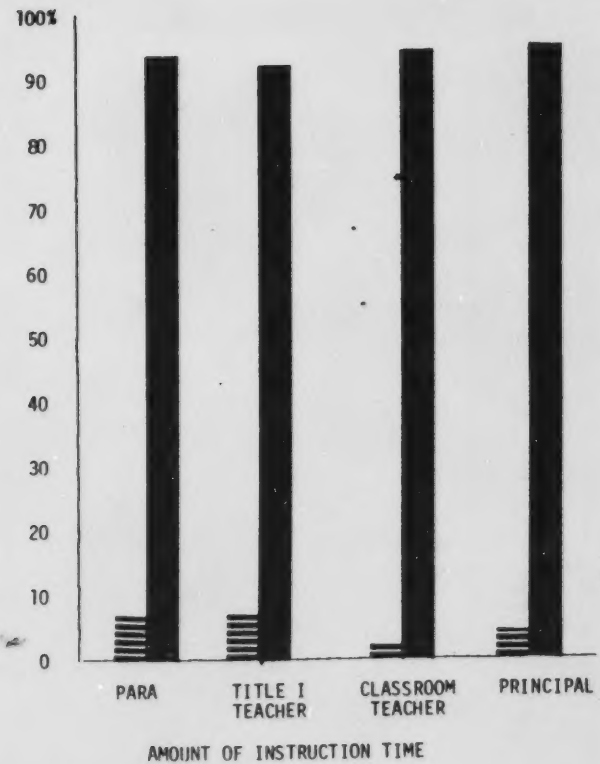
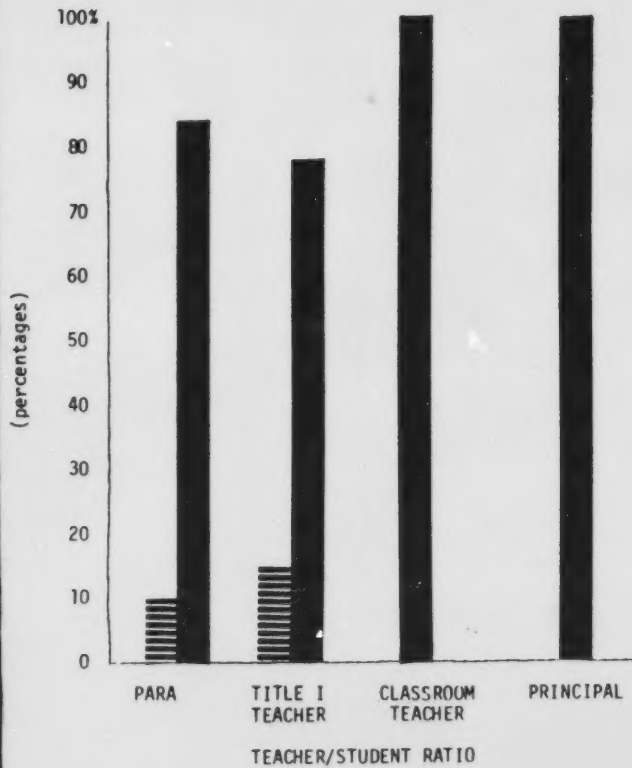


Figure 4

INSTRUCTION

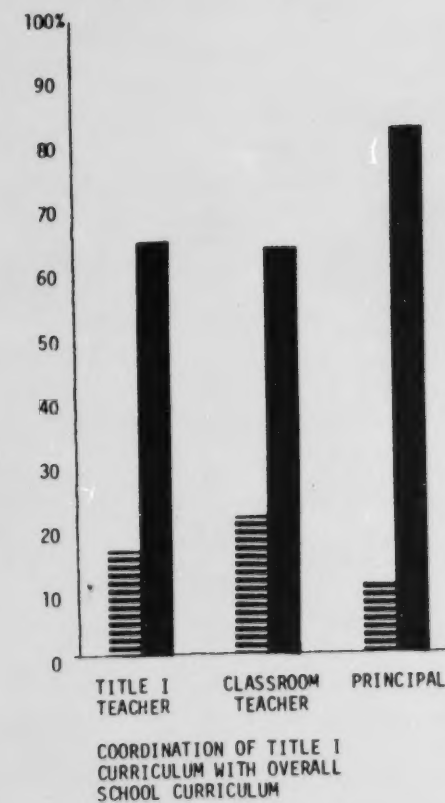
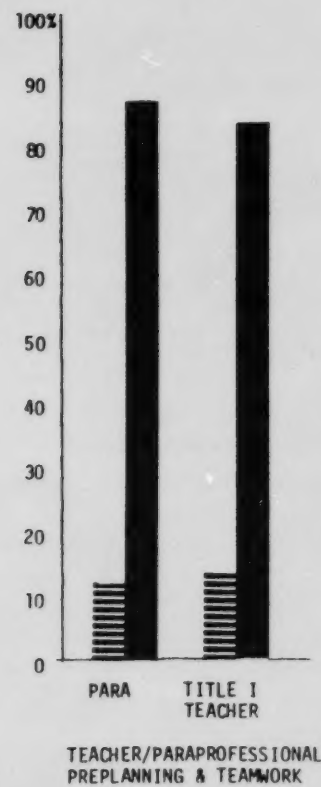
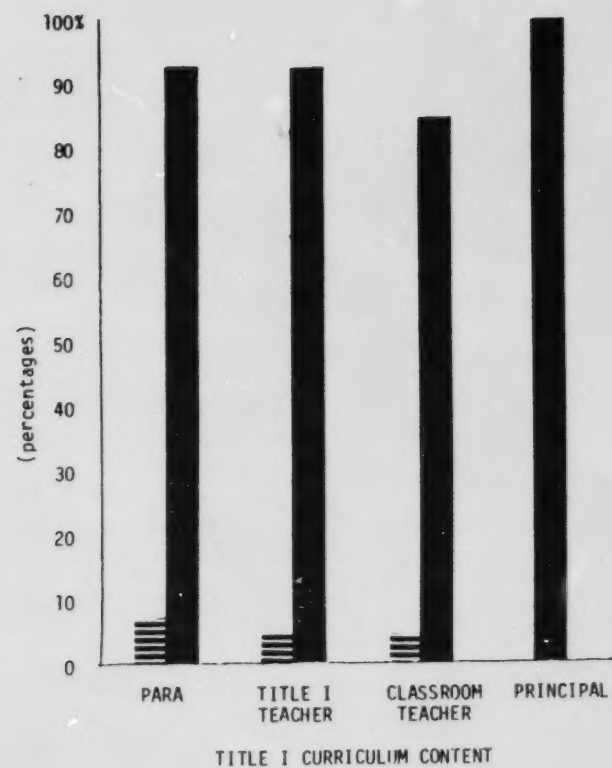
CURRICULUM CONTENT, TEACHER/PARAPROFESSIONAL
TEAMWORK, AND COORDINATION OF THE TITLE I CURRICULUM
MIDDLE SCHOOL

LEGEND

▨ - DISSATISFACTION

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MATERIALS AND FACILITIES

Teachers and paraprofessionals rated their level of satisfaction with various aspects of facilities and materials. Items related to materials include: quality, variety, interest level, accessibility, and academic level. On-site observations were also conducted. This section is in two parts: Materials and Facilities. Because of little variance in responses related to materials, item response rates will be consolidated into one graph.

1) Materials

Title I teachers and paraprofessionals indicate a high rate of satisfaction with overall qualities related to materials. Title I teachers' level of satisfaction was 89 percent, while paraprofessional ratings were 90 percent.

Many respondents commented, "Excellent materials". Additional types of materials requested were more materials in content areas, more English comprehension materials with varied interests, and updated "non-sexist" language content materials.

One teacher recommended the use of less multiple choice materials and more open-ended response questions. This would encourage development of writing skills, and decrease the repetition of Title I classwork. New Century Lab teachers felt that lab materials were high interest, however after three years in the program, more reading topics were needed for variety (i.e. a series on entertainment related issues - athletics, movie stars, dance).

Inconsistencies in the distribution of materials were apparent in many schools. While some schools had excessive amounts of unused materials, other schools did not have enough. In addition to need for closer material regulation, teachers requested more input into selection of new materials and the provision of demonstration workshops provided by distributors upon receipt

of new materials. (Refer to Figure 5)

Audio-visual equipment is supplied by the Title I Office, in most classrooms. Rarely was equipment observed in use in classrooms other than labs. In only two classes were students observed using cassette tapes and headphone sets for instruction.

RELEVANT COMMENTS

(Satisfaction with Materials)

"I am very pleased with the wonderful materials and classroom facilities with which we work." (Title I teacher)

"Excellent materials." (Title I teacher)

"Excellent materials, well-funded." (Non-Title I teacher)

"Materials have not been updated for sexist language." (Title I teacher)

(Material Needs)

"Need reading materials in content area, i.e. history, health, language arts, social studies." (Title I teacher)

"Need more materials of varied interest on all levels." (Title I teacher)

(Material Regulation)

"Would prefer to have more input into selection of all Title I materials." (Title I teacher)

"I've got lots of unused and unrequested materials. Title I could have given them to schools beset with vandalism, fire, etc." (Title I teacher)

"In this particular school there was a drastic lack of materials, where other schools had much more. There is vandalism in this school which would make a difference." (Title I teacher)

"Since we have three Title I teachers, we need more materials." (Title I teacher)

"Inventory taken of needs and unused materials - no follow-up action." (Title I teacher)

2) Facilities

Adequacy of classroom facilities was rated moderate by Title I teachers and paraprofessionals. Ratings were 73 and 74 percent respectively. Although inconsistencies in facilities were apparent by school, most classrooms had adequate space, lighting, heating, ventilation, desks, bulletin boards and storage space. (See Table 9 below)

Table 9
OBSERVED CONDITION OF FACILITIES IN MIDDLE SCHOOLS
SPRING 1981

	Satisfactory	Unsatisfactory
Storage Space	95%	5%
Lighting	97%	3%
Heating	100%	0%
Ventilation	89%	11%
Windows	89%	11%
Noise Level	81%	19%
Room Size	87%	13%
Blackboard	92%	8%
Bulletinboard	92%	8%
Furniture	97%	3%

At eleven schools, shared classrooms were observed. In some of these classes "team teaching" method was utilized. This shared environment is not conducive to group discussion because of distractions to the non-participating group. Therefore, classroom interaction was somewhat limited.

In the eight classrooms observed, the noise level was high when teachers

worked independently with students. There was no place to provide individualized assistance in small or shared proximities.

Other issues raised by respondents deal with transient rooms, ceiling leakages, and lack of desired storage space.

RELEVANT COMMENTS

"My room is too small. It gets very crowded and I have had to leave my desk and file cabinets in another part of the building." (Title I teacher)

"Have a room divided into three parts by Title I monies." (Title I teacher)

"Two classes and a library sharing one space make all three operations difficult." (Title I teacher)

"For most of the year, moved from room to room daily." (Title I teacher)

"My ceiling leaks and has spoiled some materials."

"Consistency of space has been a problem." (Principal)

Summary

Overall, materials are excellent. Continuous effort to regulate used, unused, and needed materials was recommended by Title I teachers. Receipt of new materials should be in conjunction with instruction of materials.

Facility allocations are not consistent on a city-wide basis. Separate classrooms seem to be most conducive to this type of teaching. Shared classrooms and small classrooms have high noise levels due to the number of students and close proximity. In some cases storage space is very limited.

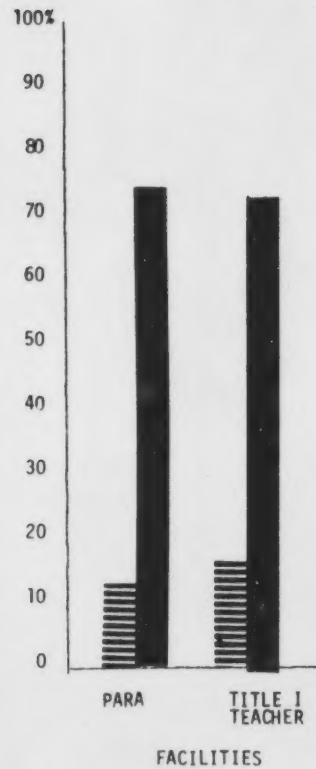
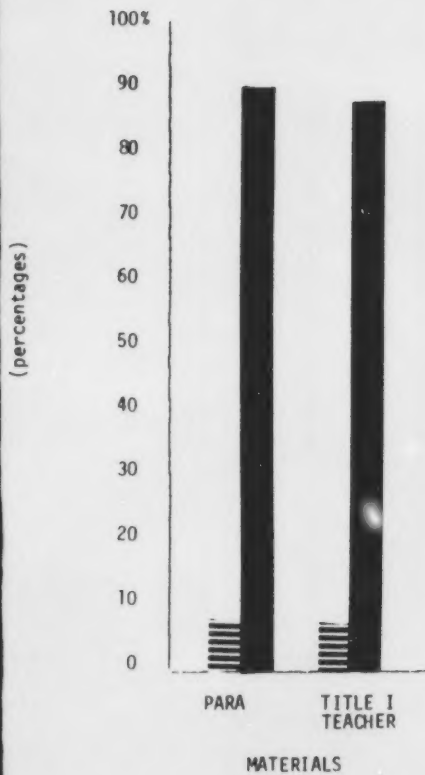
Figure 5
MATERIALS AND FACILITIES
MIDDLE SCHOOL

LEGEND

▨ - DISSATISFACTION

■ - SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



IN-SERVICE/STAFF DEVELOPMENT

Five Staff Development persons are responsible for the city-wide Title I programs. Major responsibilities include provision of on-site consultation and workshops. At mid-year, 80 percent of the staff development team were new to the program due to the state of flux in the Boston School System this year. Of all program operations in Title I staff development was affected most as indicated by the variance of respondent ratings in this section.

The following aspects of in-service and staff development were rated by Title I teachers and paraprofessionals: usefulness of orientation, number, quality and input into workshops. Results of questionnaires and informal interviews regarding these items will be discussed in this section.

1) Usefulness of Orientation

Paraprofessionals and Title I teachers were 80 percent satisfied with the usefulness of orientation. Orientation seems to be especially useful for teachers new to Title I. Returning teachers and paraprofessionals recognize orientation as necessary, although content is often repetitious. This accounts for the 13 percent 'neutral' ratings from teachers and paraprofessionals.

One paraprofessional recommended more detailed information related to paraprofessional duties be included in the content of orientation. (Refer to Figure 6)

RELEVANT COMMENTS

"Orientation good, little supervision from Staff Development due to turnover." (Title I teacher)

"Orientation is perhaps more useful for teachers new to the Title I program, although separate information is provided for those experienced in the program." (Title I teacher)

"Orientation, I was not hired in time to attend it." (Title I teacher)

2) Number of In-Service Workshops

Title I teacher responses to satisfaction with the number of In-service workshops showed great variance. Note the following results:

LEVEL OF SATISFACTION WITH NUMBER OF IN-SERVICE WORKSHOPS (TITLE I TEACHERS)

DISSATISFACTION	--	36 percent
NEUTRAL	--	21 percent
SATISFACTION	--	42 percent

New teachers expressed need for more Title I workshops. Additional non-repetitive content material was requested if more workshops were to be held. New Century Lab teachers recommended more staff meetings within their unit. New Innovative teaching techniques are necessary in the labs. Workshops offered for other Title I teachers often don't apply to the New Century Lab Program.

Paraprofessionals were moderately (70 percent) satisfied with the number of workshops provided. No comments were offered. (Refer to Figure 6)

RELEVANT COMMENTS

"Lab teachers need to come together. Five days on one type of learning is no good for enjoyment in Title I." (Title I teacher)

"As a new Title I teacher, I'd have appreciated more In-service workshops . . . The death of one of our supervisors left a large gap in the staff, as well as the tightening of funds." (Title I teacher)

"In-service necessary first year, more not needed." (Title I teacher)

"Orientation teaches the basics, other workshops not necessary." (Title I teacher)

"Aside from orientation, workshops are not necessary." (Title I teacher)

3) Quality of In-Service

In-service was provided in both formal workshops and during classroom consultation. Respondents averaged 80 percent satisfaction with quality of in-service. In-service workshops are well planned, effective and informative for many teachers, especially for those new to Title I. Some teachers questioned the applicability of workshops to the Title I classroom. New teachers especially benefited from workshops. Content repetition is an issue for teachers with prior Title I experience.

Due to turnover in the staff development team, classroom support lacked overall continuity and depth. The staff development team was accessible as needed, with special efforts provided to teachers new to Title I program. (Refer to Figure 7)

RELEVANT COMMENTS

"With the staffing cuts, I do not see how the in-service program can maintain its previous quality." (Title I teacher)

"An on-going infra-structure would infuse a more continuous atmosphere of support and growth in the participating teachers."

"Our staff development people were/are excellent." (Title I teacher)

"The workshops are well-planned, effective, and informative." In 22 years of teaching I have never felt so well prepared." (Title I teacher)

"Workshops are a waste except for teachers new to Title I." (Title I teacher)

"Workshops repetitive after first year." (Title I teacher)

"Workshops are theoretical. They don't deal with realities of the classroom." (Title I teacher)

4) Input Into Workshop Content

A relatively low number of teachers and paraprofessionals were satisfied with their degree of input into workshop agendas, (68 percent). Because of the limited number of workshops this year, opportunity for input to be implemented was limited.

Suggestions for future workshop content was given by some teachers. New material demonstrations and instruction, student motivational techniques, and peers sharing were recommended workshop topics. (Refer to Figure 7)

Summary

At mid-year four of the five staff development personnel were replaced. Primary functions of the staff development team are to provide on-site consultation and inservice instruction to Title I personnel.

Orientation was viewed useful and necessary by teachers and paraprofessionals. Number of workshops and continuity of on-site visits were affected by staff turnover. Efforts were made to provide support to new teachers. Title I teachers desire continued input into workshop agendas to avoid irrelevant and repetitious content. Suggested content include material usage and motivational techniques.

Figure 6
INSERVICE/STAFF DEVELOPMENT
ORIENTATION AND NUMBER OF WORKSHOPS

MIDDLE SCHOOL

LEGEND

▨ - DISSATISFACTION

■ - SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100

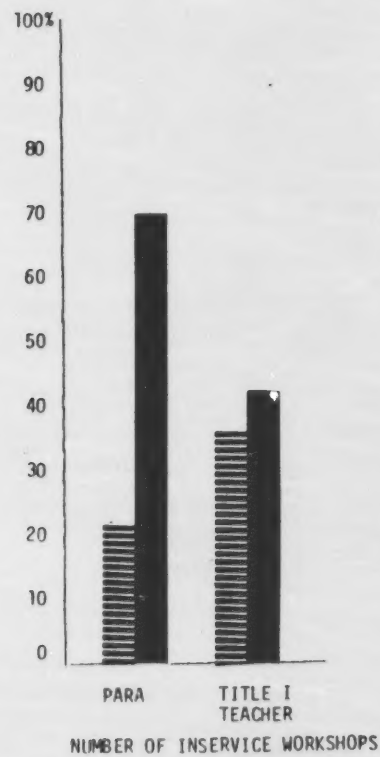
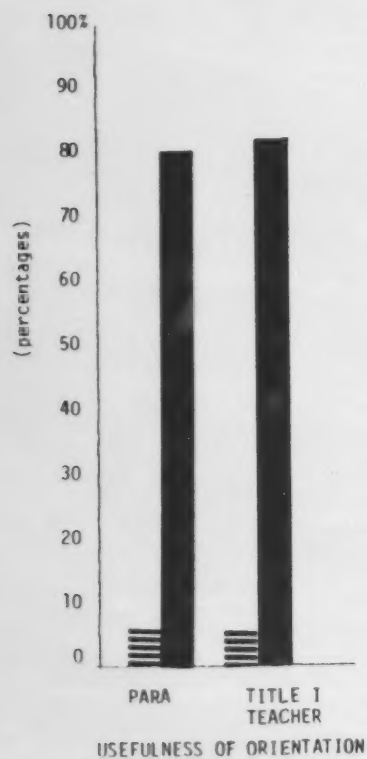


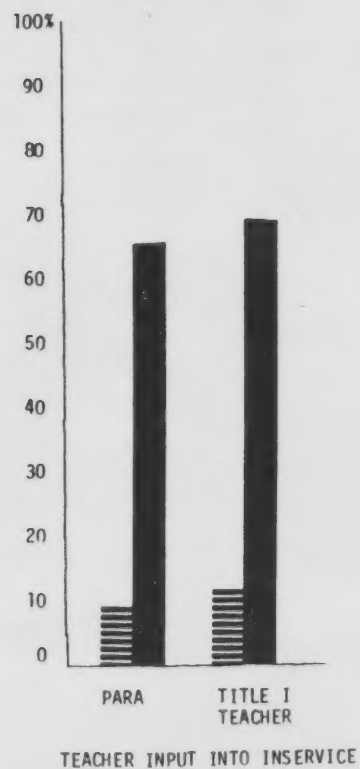
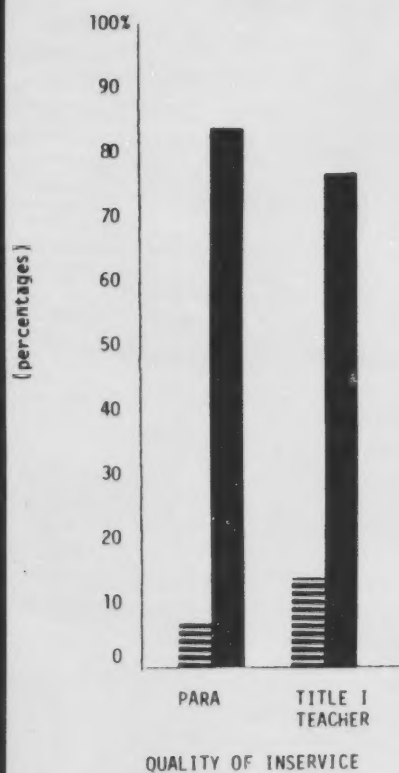
Figure 7
INSERVICE/STAFF DEVELOPMENT
QUALITY OF INSERVICE AND TEACHER INPUT
MIDDLE SCHOOL

LEGEND

▨ - DISSATISFACTION

■ - SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



COMMUNICATIONS

Communication of Title I rules and regulations, notification of special events to Title I staff, and interstaff communications will be discussed in this section. Results are based on questionnaire and informal interview findings.

1) Communication of Title I Rules and Regulations to Non-Title I Staff

Principals felt that Title I regulations were effectively communicated to non-Title I staff. However, Title I and non-Title I teachers were less satisfied with the degree of communication of rules and regulations as indicated by satisfaction ratings of 77 and 61 percent respectively.

Both Title I and non-Title I teachers agree that need for increased effort to communicate Title I goals and regulations, especially to non-Title I teachers, is necessary as illustrated by the following statements. (Refer to Figure 8)

RELEVANT COMMENTS

"The Title I administration should explain the role of the program and the regulations to non-Title I staff." (Title I teacher)

"There should be more communication to discuss the curriculum and goals of Title I with classroom teachers." (Non-Title I teacher)

2) Inter-Communications

Level of communications between the following Title I involved groups were rated by principals, teachers, and paraprofessionals:

- o Title I Administration
- o Principals
- o Title I Teachers
- o Non-Title I Teachers

- o Paraprofessionals

- o Parents

Communications with all Involved groups, except one, were rated over 80 percent satisfactory by all respondent groups. Parent communications averaged only 64 percent.

Communications with Title I administration and principals were rated over 90 percent satisfactory by all respondent groups. It appears that Title I and local school administrators are supportive and accessible as required.

87 percent of the respondent Title I teachers were pleased with the level of communication between paraprofessionals and themselves. Dissatisfaction in teacher/paraprofessional communication prevailed when teachers felt the assigned paraprofessionals were underqualified for middle school instruction. This occurred in four reported cases.

Level of communication between Title I and non-Title I teachers averaged 80 percent satisfaction. Designated Title I and non-Title I teacher conference time, particularly with the homeroom teachers, was recommended by involved staff.

Parent communication ratings averaged 64 percent. This is the weakest link in Title I program communications. Factors promoting and preventing increased parental communication are discussed in the section entitled "Parent Participation." (Refer to Figures 9 and 10)

RELEVANT COMMENTS

"Good communication with teachers in regular and special education."
(Non-Title I teacher)

"It (Title I) should have cooperation from the entire faculty. Administrators and teachers should be instructed in the importance of this program." (Paraprofessional)

"More concrete time for teacher to teacher conferences. As things work now, it is a 'random' between classes type of conference. When the classroom teacher has a self-contained class it is difficult to pin the Title I teachers down. Some specific conference time would help." (Non-Title I teacher)

"Weekly or bimonthly meetings of Title I and classroom teacher." (Non-Title I teacher)

"More communication with homeroom teacher." (Non-Title I teacher)

3) Notification of School Activities

Title I teachers and paraprofessionals were 78 percent satisfied with communication of school-wide activities and special events to Title I staff. Occasionally, field trips or testing are planned and Title I teachers are not notified. (Refer to Figure 8) This necessitates last minute lesson planning adjustments, as stated by one paraprofessional:

"We seem to be the last to know about events that include our children. At this point split second changes in lesson planning have to be made." (Paraprofessional)

Summary

In summary, Title I staff and principals understand the rules and regulations. Non-Title I teachers were less satisfied with their knowledge of Title I rules and regulations. Inter-staff communications were rated highest among Title I and local school administrators. Teacher/paraprofessional communications were rated with second highest level of satisfaction. Communication breakdowns between Title I and non-Title I staff occur due to lack of designated conference time. Parent communications received the lowest level of satisfaction ratings.

Figure 8
COMMUNICATIONS
NOTIFICATION OF TITLE I REGULATIONS
AND SCHOOL ACTIVITIES
MIDDLE SCHOOL

LEGEND

≡ - DISSATISFACTION

■ - SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100

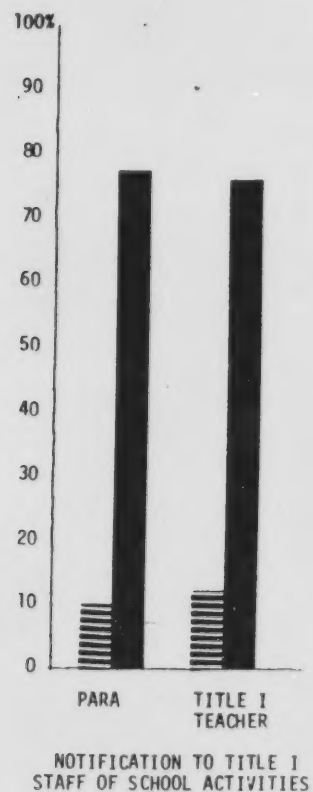
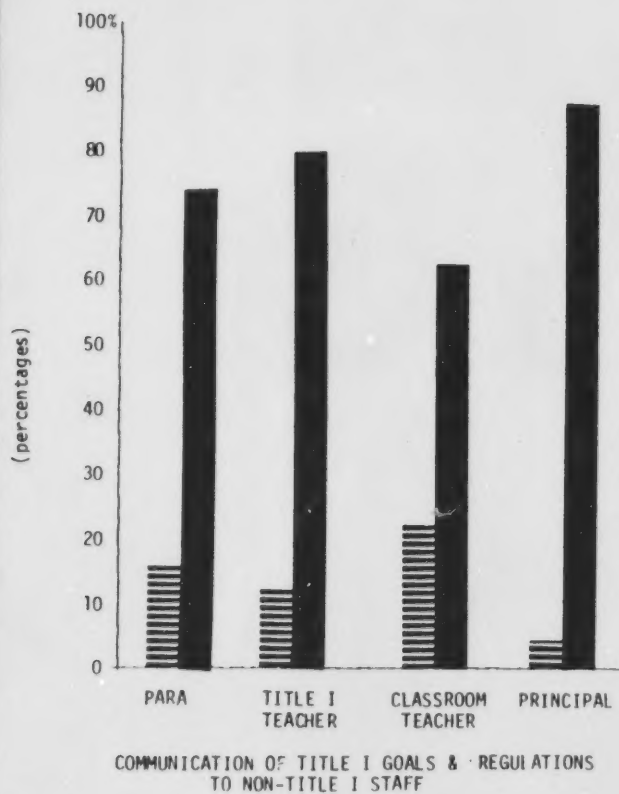


Figure 9
 COMMUNICATIONS
 TITLE I ADMINISTRATION AND SCHOOL PRINCIPAL
 MIDDLE SCHOOL

LEGEND

≡ - DISSATISFACTION

■ - SATISFACTION

NEUTRAL - NOT INDICATED
 PERCENT DOES NOT EQUAL 100

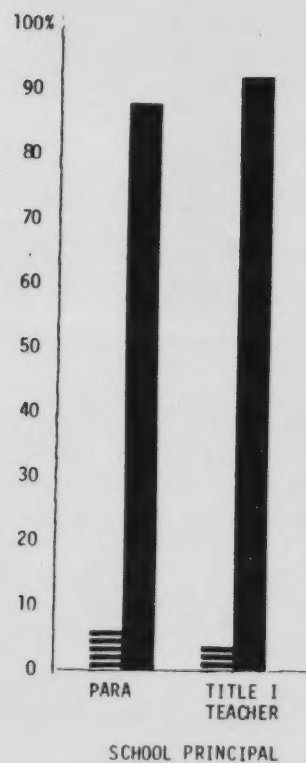
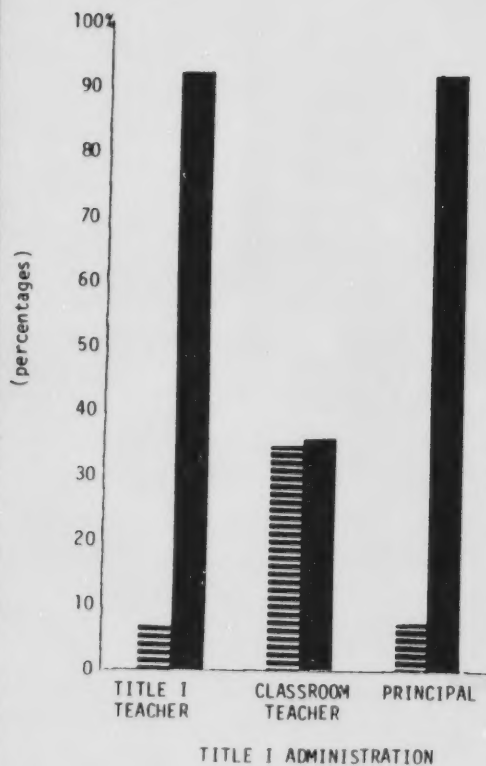


Figure 10

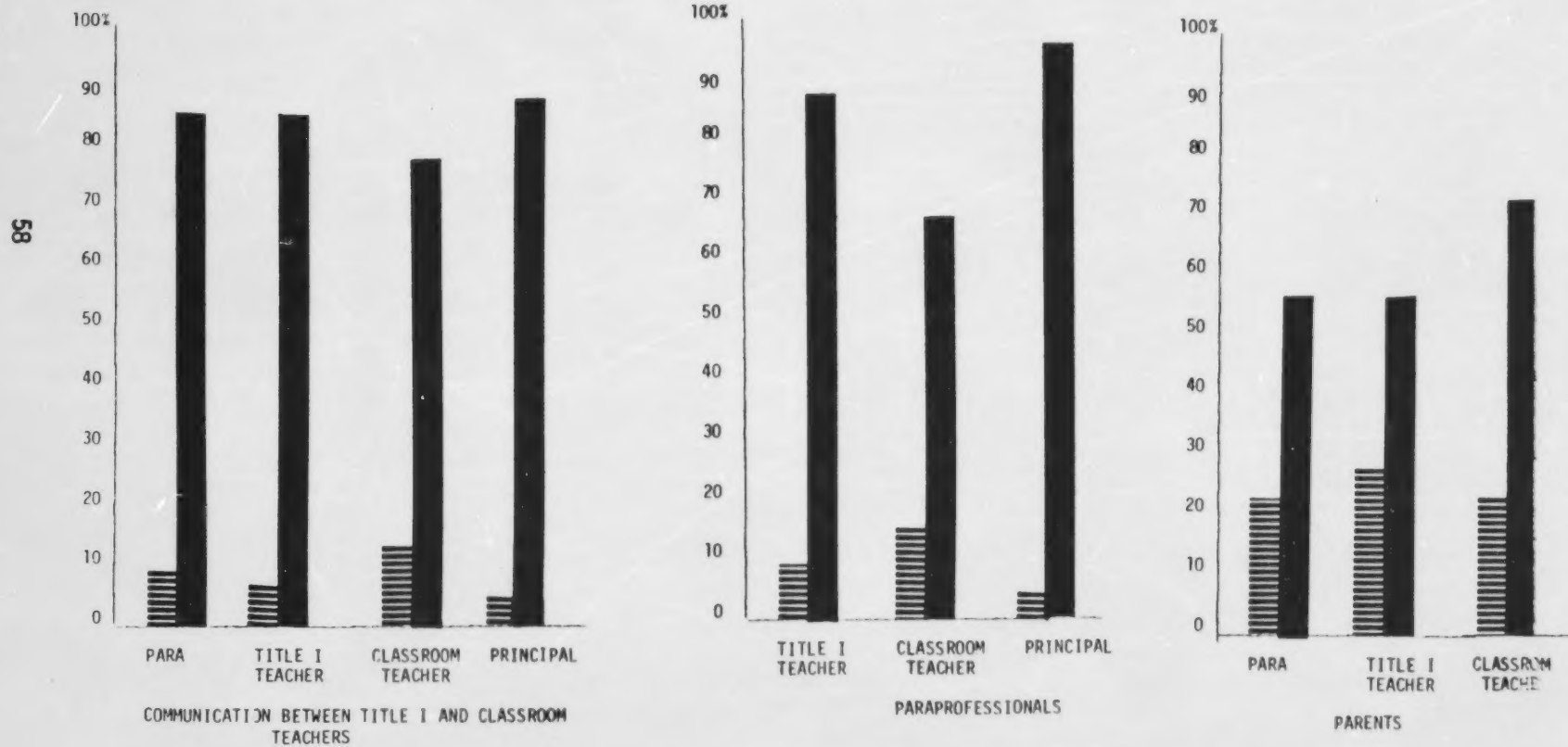
COMMUNICATIONS
BETWEEN TITLE I AND CLASSROOM TEACHERS,
PARAPROFESSIONALS AND PARENTS
MIDDLE SCHOOL

LEGEND

▨ - DISSATISFACTION

■ - SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



PROGRAM OUTCOME JUDGEMENTS

Teachers, paraprofessionals, and principals were asked to make subjective judgements regarding greatest student gains in this middle school reading/language arts program. Rating levels were HIGH - MEDIUM - LOW IMPROVEMENT. Gains were based on Secondary Title I priorities for this year: reading/math performance, self-concept, attitude toward school. Respondents also rated their perceptions of students' enjoyment of Title I.

Percent averages for "high" ratings were computed for all respondent groups by item. Gains are ranked in the following order: Reading/Math gains (81 percent); Student enjoyment of Title I (79 percent); Increased self-concept (74 percent); Improved attitude toward school (60 percent). Greatest gains were in reading and math. Ratings show little indication that Title I improves student attitudes toward school. (Refer to Figures 12 and 13)

RELEVANT COMMENTS

(Academic Gains)

"The Title I program has been extremely beneficial to the students who need remediation and who would not be able to have it otherwise due to our large classes and large school enrollment." (Principal)

"I feel that it is an extremely worthwhile program both academically and socially. Small group structure and interaction is invaluable to low achieving students." (Title I teacher)

"The students involved in the Title I Program have shown marked improvement in their reading and comprehension skills. The students like the program very much and are very pleased with their caring teachers. Excellent program." (Non-Title I teacher)

"Title I improves reading skills of its target student - very satisfied with reading results." (Non-Title I teacher)

"I feel the children benefit from the reading program. At the conclusion of one year in the program the children's level of reading has improved greatly." (Paraprofessional)

(Attitudinal Gains)

"Students have gained confidence in themselves by being able to accomplish goals at their own independent functioning level of performance through the Title I program. This attitude has helped them deal with regular classroom situations more positively."
(Non-Title I teacher)

"Immediate positive enforcement, more direct service to individual students, provides consistent emotional stability to emotionally disabled students." (Non-Title I teacher)

"Students on a whole enjoy Title I." (Title I teacher)

"Many reluctant readers enjoy reading in this program." (Non-Title I teacher)

"For students who have not had any additional services outside classroom, it has helped their whole motivation level and given them a better concept of themselves as they experience success."
(Principal)

(Problems)

"I find that Title I students are very reluctant to be in Title I due to pride and they are too well supervised and have to produce."
(Title I teacher)

"I do like the program and I have an excellent teacher, but sometimes it is hard to convince the students and parents of students that the child needs and will benefit from the program."
(Principal)

Figure 11
PROGRAM OUTCOME JUDGEMENTS
READING/MATH AND SELF-CONCEPT GAINS
MIDDLE SCHOOL

LEGEND

- - HIGH GAIN RATINGS
- ▨ - LOW GAIN RATINGS

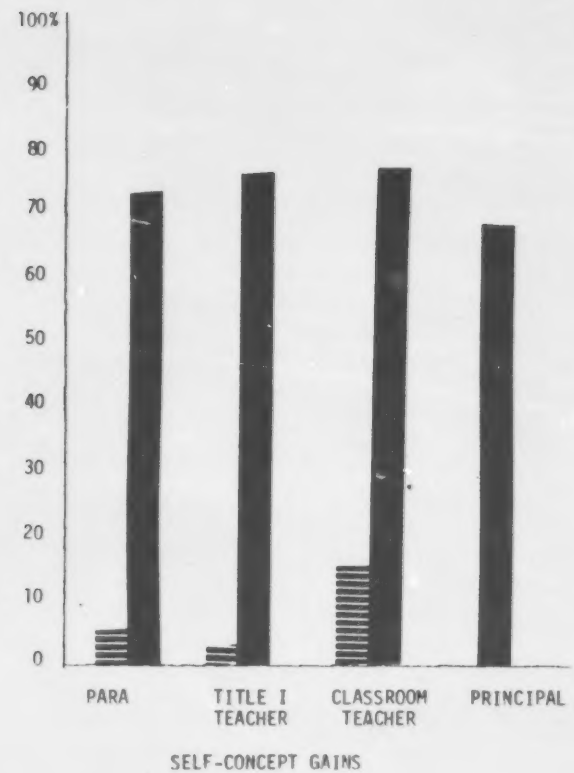
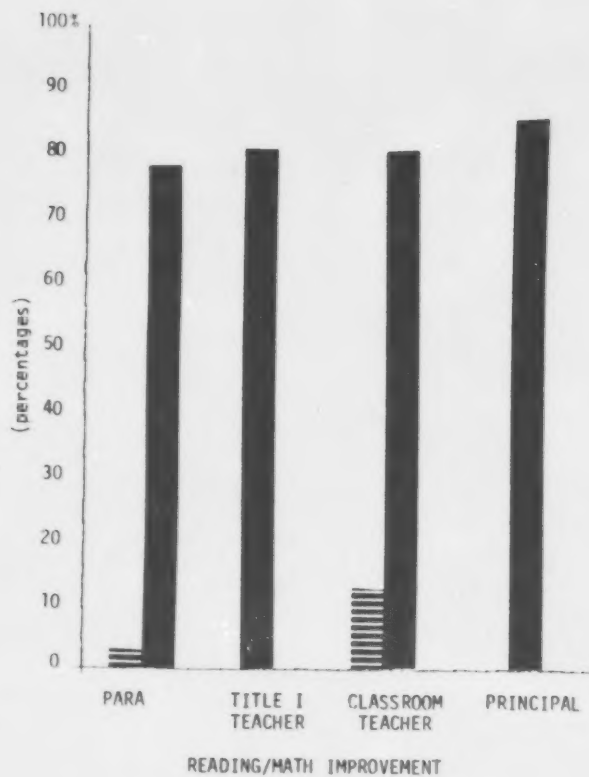
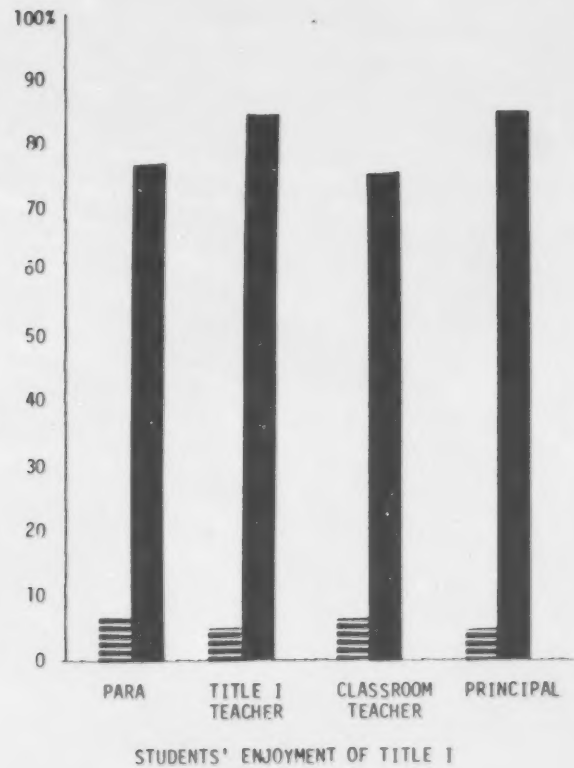
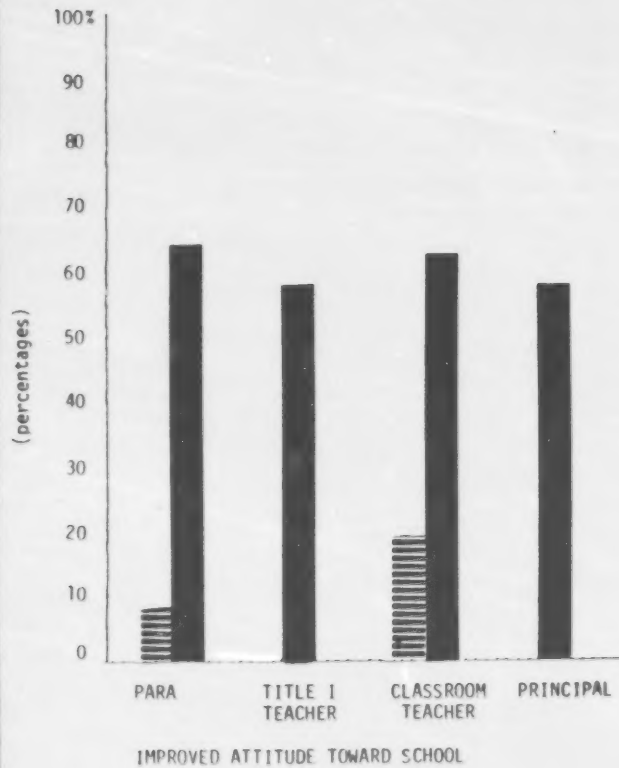


Figure 12
 PROGRAM OUTCOME JUDGEMENTS
 STUDENT ATTITUDE TOWARD SCHOOL AND ENJOYMENT
 OF TITLE I
 MIDDLE SCHOOL

LEGEND

- - HIGH GAIN RATINGS
- ▨ - LOW GAIN RATINGS



V. HIGH SCHOOL

A. Program Description

1) High School Reading/Language Arts

The Reading/Language Arts School Program was implemented in 18 schools this year.

The focus of the Title I project is on remediating the individual student, using various on-level reading and writing materials. Informal and standardized diagnostic tests are given to identify strengths and weaknesses. Teachers develop specific performance objectives for each student and individualize program. Systematic lesson planning supports the individualized aspect of instruction. Students in the Reading/Language Arts component meet with their teacher and paraprofessional one period each day, five days a week for approximately 45 minutes each period, to the extent that scheduling permits.

Behavioral Objectives for Reading/Language Arts

Given selected reading materials containing expressed and implied main idea, the student will distinguish between an expressed and an implied main idea by answering questions posed by the teacher.

Given pictures, words, sentences and/or paragraphs, the student will predict outcomes by writing appropriate answers to questions posed by the teacher.

Given five selected paragraphs containing multiple use of pronouns, the student will identify the antecedent of the pronoun by writing each antecedent.

2) Kentucky Educational Television

KET is a videotape program consisting of 23 half-hour tapes, student workbooks, teacher's guides and skills index for teaching basic skills in the areas of reading and grammar. The tapes are designed to pace and to

Individualize Instruction. Animation, theatrical sketches and dramatic presentations aim at specific goals. About 150 students in grades 10-11 at English and Madison Park High Schools are served. This is the second year of this pilot program at Madison. It began in January at English High School.

The performance objectives are the same as for the regular Title I Secondary School Reading/Language Arts Program.

3) South Boston High School Pilot

The primary purpose of the Title I Pilot Program is to teach reading and writing skills to Title I students in content area classes of social studies, science and health. The Title I teacher will work with the content area teachers in the classroom and out to:

- o Sensitize them to the reading needs of their students;
- o Show them how to teach skills as well as help students with their work;
- o Assist teachers to develop a study guide approach to their reading assignments.
- o Help them develop ways to teach the relevant note-taking skills to their students.

The performance and behavioral objectives are the same as for the regular Title I Reading/Language Arts Program.

4) Mathematics Pilot Project

Approximately 50 ninth grade students who attend Madison Park High School and reside in Title I eligible attendance areas receive individualized instruction in mathematics. The focus of the program is the improvement of selected mathematical skills as indicated by the Madison Park High School Mathematics Test and the results of the Boston Mathematics ICRT administered

In April, 1980. There was almost a complete turn-over in the population identified in April and in January, a second set of students entered the program. Needs are so great in math that in both semesters, students being served are all in the first decile.

There is a very high degree of coordination between the regular and Title I Math programs. Physically, the Title I classroom is located within the math cluster. The head of the math department at Madison High School developed the performance objectives, thus ensuring a close articulation between what takes place within the two programs. Students regularly bring to Title I problems from their class. The Title I teacher and the regular math teacher meet once weekly. Students at Madison High school attend their regular math classes daily, and their Title I math class at least four times a week.

The math pilot at Umana High School was discontinued in March of 1981 with the mutual consent of the teacher and the principal.

Within the Reading/Language Arts Title I program there is an important level of stability of teachers and aides. Table 10 shows the average length of time teachers and their aides have been in the Title I program and at their present school assignment. It reflects greater stability and longevity among the teachers.

Table 10
AVERAGE LENGTH OF TIME IN BOSTON TITLE I
AND AT PRESENT SCHOOL

	Years Present School	Average Years Title I
Title I Teacher	3	5.5
Paraprofessional	1.2	4.6

B. Process Evaluation Results

ADMINISTRATION AND SUPERVISION*

Program administration and supervision of the Secondary Schools program fall under the responsibility of the Associate Director, five Assistant Directors of Secondary Title I programs, and five Assistant Directors for Staff Development. Among the several elements evaluated in this category are overall administrative structure, satisfaction with job duties, clarification of teacher/paraprofessional roles, selection and scheduling of students, and testing.

1) Overall Administrative Structure

In response to questionnaires, 90 percent of the Title I teachers, 88 percent of the paraprofessionals, but a lower level of 65 percent of the regular classroom teachers were satisfied with the overall administrative structure of Title I. (Refer to Figure 13)

RELEVANT COMMENTS

" . . . students have demonstrated marked improvement on their overall academic achievement. This is primarily due to the administration of the program in conjunction with its teachers and paraprofessionals." (Classroom teacher)

"I have received excellent services from the support administration in Title I. That help has facilitated my activities on my job." (Title I teacher)

"The program in this school has been completely satisfactory." (School administrator)

2) Supervision within the Program

Principals were asked to rate their satisfaction with the support they feel they receive from Title I. 100 percent of them were satisfied.

*Figures in this report show the percentage of Satisfaction or Dissatisfaction. Remaining responses are Neutral. Neutral responses are not graphed.

There were several comments from Title I staff reflecting a desire for more supervision and for more focus on Program Outcome.

RELEVANT COMMENTS

"More accountability for personnel's time. More supervision from administration." (Paraprofessional)

"I wish Title I supervisors would come in here in October and then again in the spring and just see the difference." (Title I teacher)

"The state audit is superficial. All they're interested in is the paperwork." (Title I teacher)

3) Satisfaction with Title I Related Duties

Title I teachers, their aides, and principals were asked, on a questionnaire, to indicate their level of satisfaction with Title I related duties. Over 85 percent of both Title I teachers and their aides responded that they are satisfied with the instructional activities of their jobs. Some 23 percent of the Title I teachers are dissatisfied with the administrative requirements, primarily paperwork, of their jobs. Those who were dissatisfied felt that paperwork is repetitive and excessive, especially for teachers without aides. (Refer to Figure 13)

RELEVANT COMMENTS

"The paperwork involved in Title I is horrendous." (Title I teacher)

"Some Title I teachers have no aide. The paperwork is really onerous." (Title I teacher)

"Redundance is a problem. There are three or four forms for attendance alone . . . The profiles are necessary, but there is too much emphasis on them. The cumulative card repeats the profile." (Title I teacher)

"There should be less duplication of forms." (Title I teacher)

4) Clarification of the Teacher/Paraprofessional Job Roles

Statistics on the returned questionnaires showed a high level of satisfaction regarding the clarification of the teacher/aide roles. (Refer to Figure 14) However, Informal Interviews with teachers indicated some reservations. Some teachers were concerned about aides who cannot read and who therefore cannot be effective in either an instructional or clerical role. The teacher is then placed in the position of finding something for the aide to do. (Refer to Figure 14)

Summary

Title I teachers, aides, classroom teachers and principals responded to questions in the area of administration and supervision. All issues received a high level of satisfaction except for teachers' concerns about the amount of paperwork in Title I. Overall administrative structure, professional activities of teaching in Title I, clarification of teacher/aide roles, support from Title I and supervision are all satisfactory.

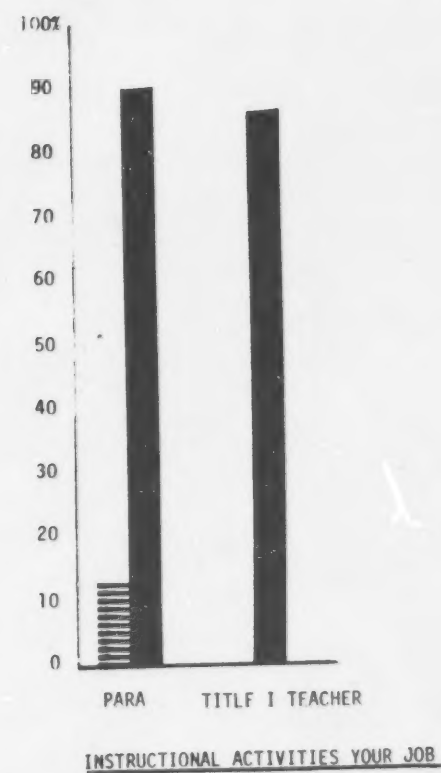
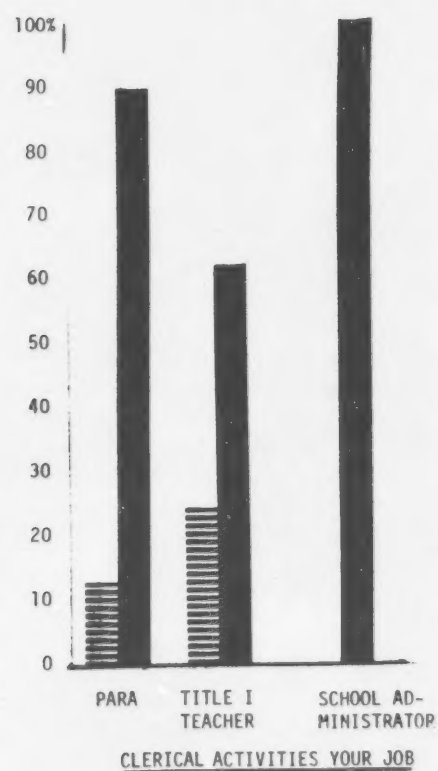
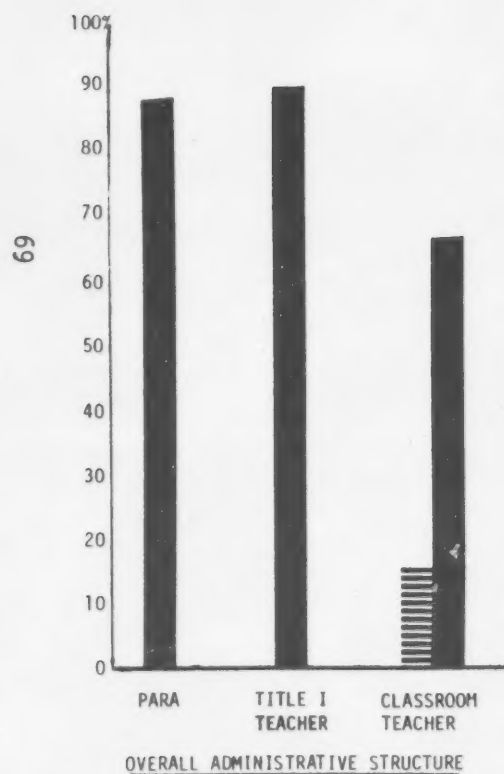
Figure 13

ADMINISTRATION AND SUPERVISION

High School

LEGEND*

DISSATISFACTION
SATISFACTION

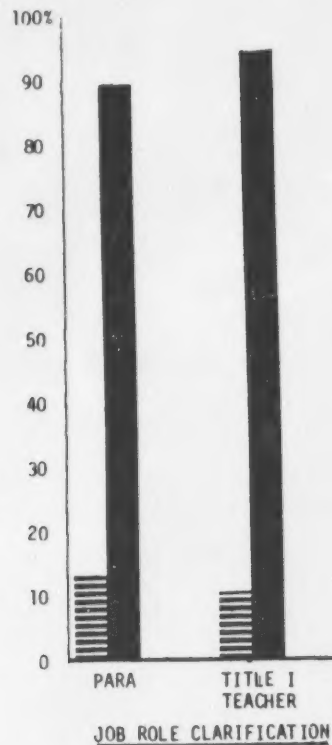
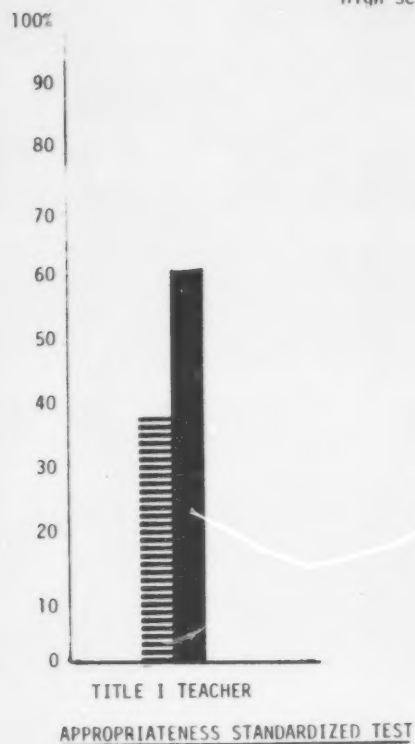


*Graphs represent the percentage of Satisfaction and Dissatisfaction, Remaining responses are Neutral. Neutral responses are not shown.

Figure 14
ADMINISTRATION AND SUPERVISION
High School

LEGEND *

- ▨ - DISSATISFACTION
- - SATISFACTION



*Graphs represent the percentage of Satisfaction and Dissatisfaction. Remaining responses are Neutral. Neutral responses are not shown.

SELECTION AND SCHEDULING

1) Selection of Students

Title I teachers, their aides, classroom teachers, and principals were questioned about the student selection process. Although there is a high level of satisfaction with the process for selection of students (averaging 88 percent of these groups), this issue provoked several comments on the questionnaires and during interviews. Concerns ranged from the appropriateness of the instrument used as the primary basis for selection (see section 2 below on Standardized Test) to the high number of students on the wait-list. Teachers felt that factors other than pre-test scores should be taken into consideration. According to the Title I administration, a multi-factor check list exists and be used for selection.

RELEVANT COMMENTS

"Teacher recommendation should be more important and there should be some vehicle for kids to select themselves." (Title I teacher)

"Title I programs meet the needs of a very limited number of students. The programs should be expanded to include all students in stanines 1-3." (Classroom teacher)

"Some of the recruiting parameters be expanded." (Classroom teacher)

"Students should be tested individually according to need as shown in the records. It should be an on-going process." (Title I teacher)

2) Appropriateness Standardized Tests (Refer to Figure 14)

The selection test is given in May of the previous year, or, where such data is not available different tests are used for selection. But the same test is not used for both selection and evaluation. Only 61% percent of Title I teachers are satisfied with the present procedures. Given that a student's performance on the test is so significant, this finding is important. One of

the comments heard repeatedly pertained to the difficulty of the version of the test used. Some teachers said that many students can't read the directions, and some teachers felt that other students in the Title I program are not as low achieving as the test results indicate. Some teachers felt that another test yielding more accurate results would have excluded these students from Title I services.

RELEVANT COMMENTS

"I am not satisfied with the heavy reliance on the standardized tests. Low scores are not alone indicative - factors like motivation and attitude are important." (Title I teacher)

"The California Achievement Test is absolutely useless. It is so far beyond their class work - it's not even close. They guess. Or give up. They can't read the test. They should be given a test at their level." (Title I teacher)

"We know none are on the 11th grade level. Pick something closer to level like a 3-9 test or have two levels." (Title I teacher)

"Give earlier level test, and use norms for the ninth grade." (Title I teacher)

"The 9th grade test is above some students." (Title I teacher)

"Title I should administer a group diagnostic test, maybe a vocabulary list, developed by them." (Title I teacher)

"I know some of the kids are not as low as their scores indicate." (Title I teacher)

3) Scheduling of Students

The scheduling of Title I services into the students' program is an area of a relatively high degree of dissatisfaction. While 75 percent were satisfied, some 25 percent of the Title I teachers, the paraprofessional aides, and the classroom teachers combined are dissatisfied with the present scheduling process. One school administrator commented on the difficulties of accomodating Title I when he is not notified that his school is eligible before the start of the year. (Refer to Figure 15)

RELEVANT COMMENTS

"Children now being serviced in the middle schools should have priority as they enter the high schools. The effective scheduling has more to do with the commitment of the individual school." (Classroom teacher)

"Scheduling should take place in June of prior school year. Classes don't get underway until October due to scheduling." (Classroom teacher)

"Valuable time is lost in trying to begin the instruction of students because of scheduling procedures." (Title I teacher)

"Kids should be identified at the start of the year and Title I should be a priority in their schedule. They should not be pulled out of major subjects." (Title I teacher)

" . . . students' schedules were changed for Title I during the first two months of school, thereby hurting the students' chances of success in other classes." (Title I teacher)

"Post-tests should be processed sooner so that the schools will have the results before the kids start school in September." (Title I teacher)

"Programming of students is facilitated when one is aware in early spring that Title I will be on board definitely in September." (School administrator)

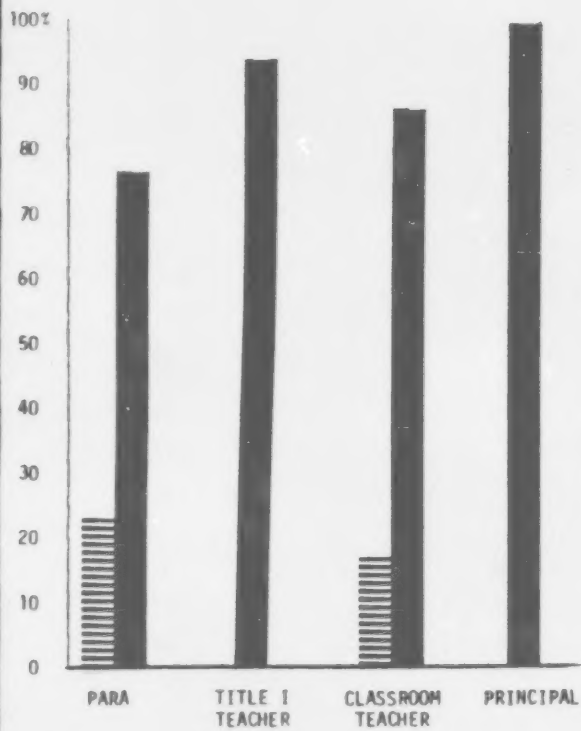
" . . . scheduling is being done now (May) for the kids already in Title I." (Title I teacher)

Summary

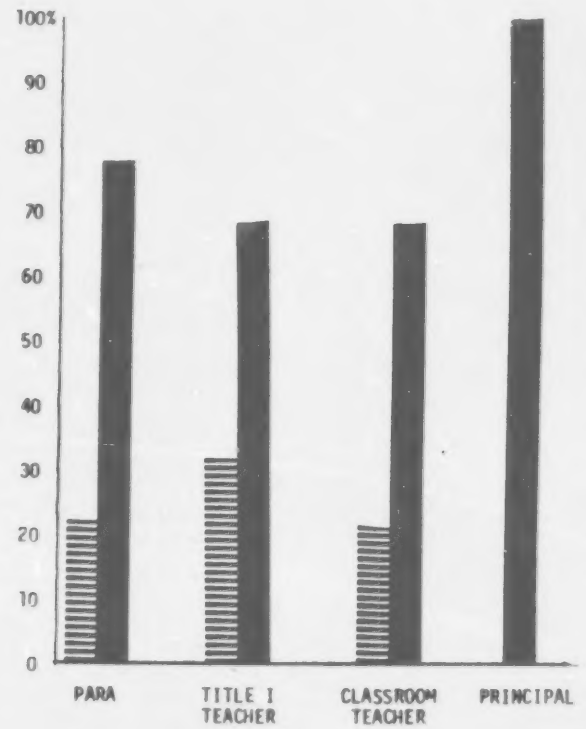
Title I teachers, paraprofessionals, school administrators, and classroom teachers were asked about the selection and scheduling of students. There is a high level of satisfaction in the selection of those students in most need of services. A majority of teachers are satisfied with the level of the present test used to select students, but 38 percent of Title I teachers are dissatisfied. A second area of some dissatisfaction (25 percent) lies in the area of scheduling of students as it is now done in many of the schools. An improvement here would directly affect the students who qualify for Title I services.

Figure 15
SELECTION AND SCHEDULING
High School

LEGEND *
 - DISSATISFACTION
 - SATISFACTION



SELECTION OF STUDENTS IN GREATEST NEED



STUDENT SCHEDULING PROCEDURES

*Graphs represent the percentage of Satisfaction and Dissatisfaction. Remaining responses are Neutral. Neutral responses are not shown.

INSTRUCTION

Title I teachers, their aides, principals/headmasters and classroom teachers were asked about different components of Title I Instruction. They were asked to rate their level of satisfaction with the teacher/student ratio, the content of the Title I curriculum, the amount of weekly instructional time, and the appropriateness of the standardized instrument used to measure student gains.

1) Teacher/Student Ratio

Questionnaires were sent to school administrators, Title I teachers, aides, and classroom teachers. Instruction had a very high combined level of satisfaction with teacher/student ratio. 93 percent of the groups surveyed were satisfied with this ratio. An average of 90 percent of this group were satisfied with the amount of weekly instruction time. (Refer to Figure 16)

RELEVANT COMMENTS

"The . . . teachers are, in my view, the main strength of the program." (Classroom teacher)

"The students enjoy the extra help and attention they receive. I feel this program keeps many students in school who would otherwise quit." (Classroom teacher)

" . . . [strengths of the program] . . . the teacher/student ratio, availability of materials, and the extra chance for students to succeed." (Classroom teacher)

"Small classes provide opportunity for individual help. Excellent materials cover a wide range of skills. Limiting classes to students with the greatest need makes best use of teachers' and aides' time." (Paraprofessional)

2) Content of Title I Curriculum

The content of the Title I curriculum is an area in which Title I teachers, administrators and paraprofessionals were highly satisfied, but

classroom teachers show a lesser rate of satisfaction, although none specified why. The 70 percent who expressed satisfaction was lower than the percent of the other groups who were satisfied. (Refer to Figure 17)

An area of greatest concern to teachers regards their own training and the training of their aides. When asked about the experience or background necessary to be effective, teachers mentioned being qualified to teach reading as most important. They also commented on the general usefulness of having high school teaching experience, being patient, and having a good grounding in English language skills. They stated that other important qualities are "the ability to develop a rapport with the students", "a willingness to get close to them", "having a flexible range of teaching styles", and "being experienced in individualization." School administrators too, highlighted the importance of the Title I teachers' background. And Title I teachers commented on the qualities most important for effective aides.

RELEVANT COMMENTS

(Teacher Qualifications)

"There is a low literacy rate among the Title I staff in general."
(Title I teacher)

"Should be a Reading teacher, or at least an English teacher."
(Title I teacher)

"Reading specialist, not just an English teacher." (Title I teacher)

"Be literate." (Title I teacher)

"Certified in Reading, attend workshops on teaching of reading."
(Title I teacher)

"Selection of teachers for funded positions in Boston is based on the availability of teachers after the excess pools for permanent teachers. We do not have access to reading teachers or the more experienced teachers." (School administrator)

(Paraprofessional Qualifications)

"Paraprofessional should be able to read, write, have a good language facility." (Title I teacher)

"More background in English grammar and skills." (Title I teacher)

"For aide - reading, writing, and teaching skills." (Title I teacher)

"Be a high school graduate." (Title I teacher)

"My aide has no familiarity with the materials . . ." (Title I teacher)

"I got my paraprofessional at the end of February. There is no background in the classroom at all." (Title I teacher)

"Paraprofessional should read at high school graduate level. Mine is not experienced enough to work with the kids - It's more like having another student." (Title I teacher)

"Some education and background. Now, she's like the kids." (Title I teacher)

3) Coordination of Title I Curriculum/Regular Curriculum

A substantial minority of classroom teachers were dissatisfied with coordination between the regular curriculum and Title I services. While 59 percent of them were satisfied, some 35 percent were dissatisfied. (Refer to Figure 17) Key issues are communication and coordination. (See Section on Communications, page 94, for more discussion.) Some Title I teachers were also not satisfied with instructional coordination. Some 77 percent of Title I teachers answering the questionnaire indicated that they were satisfied with coordination with the regular curriculum, while 15 percent were not. (Refer to Figure 17)

RELEVANT COMMENTS

"There should be closer coordination with the classroom teachers."
(Classroom teacher)

"Weekly meetings with the coordinator so that outside writing and reading assignments can be worked on during Title I reading classes. Conferences on each student's level would be helpful."
(Classroom teacher)

"More communication between Program and school." (Classroom teacher)

"More time for contact between classroom teachers and Title I."
(Classroom teacher)

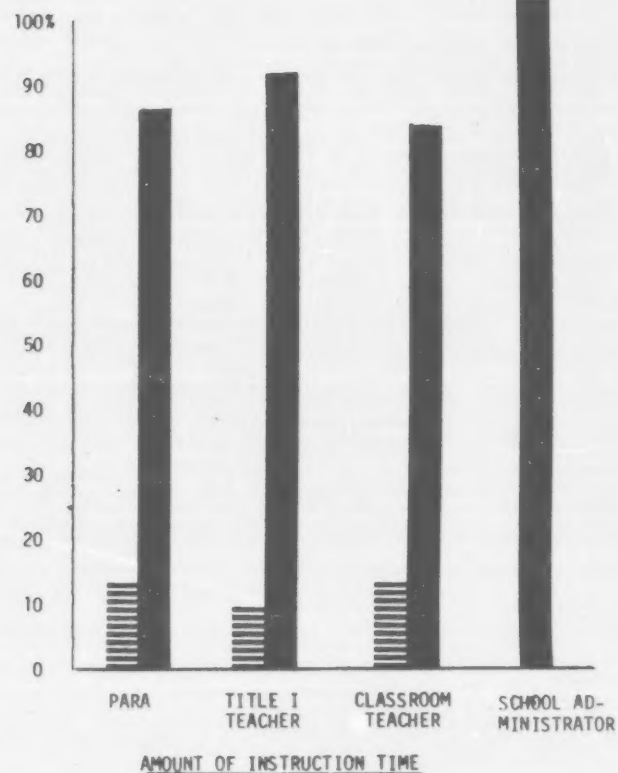
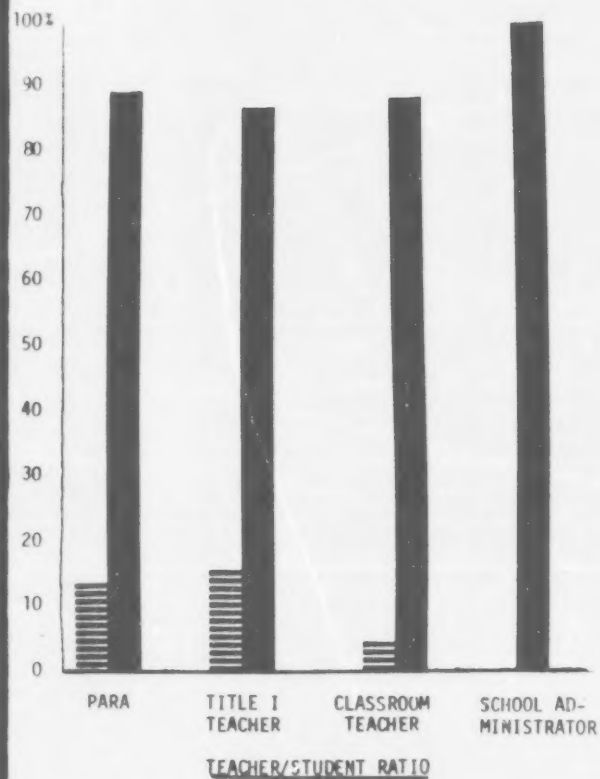
Summary

School administrators, Title I teachers, aides, and classroom teachers responded to questions on instruction. There was a high level of satisfaction with the teacher/student ratio and with the amount of weekly instruction time. However, a substantial minority of classroom teachers (38 percent) and of Title I teachers (25 percent) were not satisfied with the coordination between the Title I program and the regular program. Only 70 percent of classroom teachers are satisfied with the content of the Title I curriculum. Some teachers were concerned about what credentials should be prerequisites for teaching Reading in Title I.

Figure 16
INSTRUCTION
High School

LEGEND *

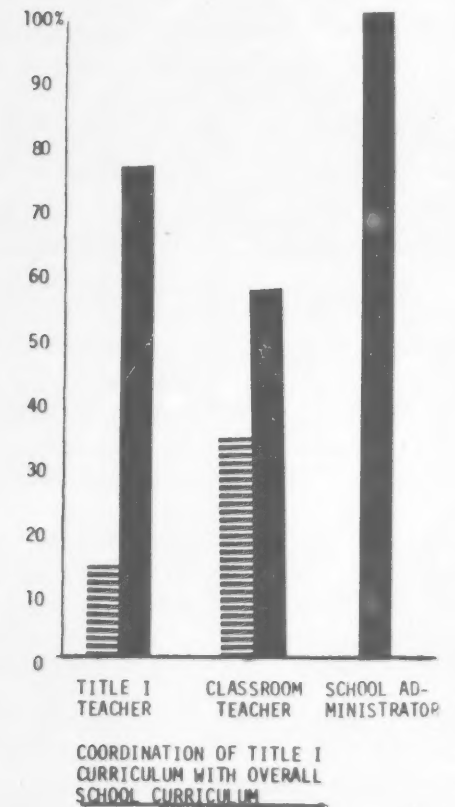
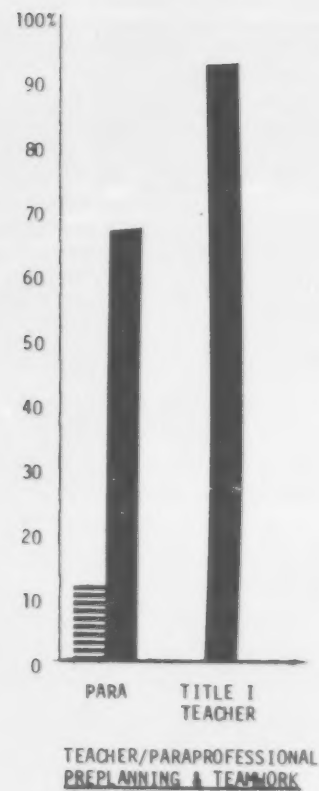
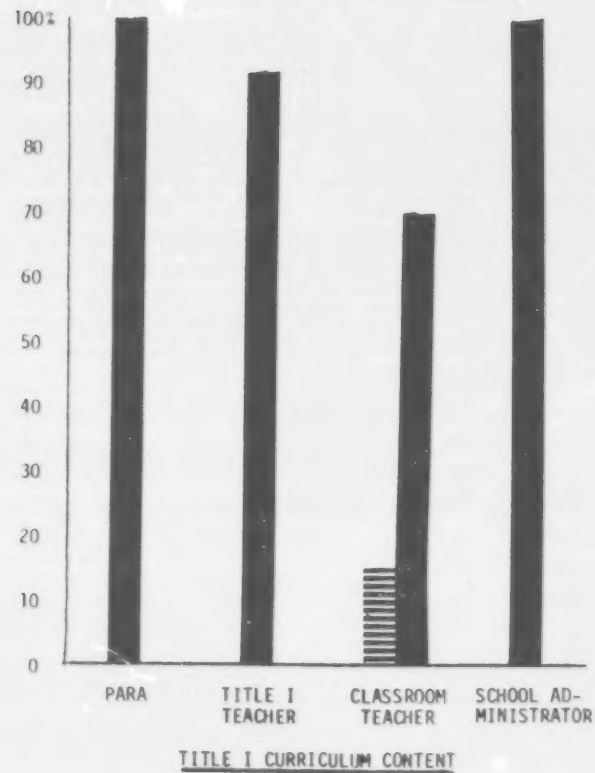
▨ - DISSATISFACTION
■ - SATISFACTION



*Graphs represent the percentage of Satisfaction and Dissatisfaction. Remaining responses are Neutral. Neutral responses are not shown.

Figure 17
INSTRUCTION
High School

LEGEND*
 DISSATISFACTION
 SATISFACTION



*Graphs represent the percentage of Satisfaction and Dissatisfaction. Remaining responses are Neutral. Neutral responses are not shown.

MATERIALS AND FACILITIES

1) Materials

Title I teachers and their aides were both asked to respond to questions regarding the level of materials, the quality and quantity of materials, the students' interest in the materials, and their own access to materials and facilities. Classroom observations, and written and informal interviews were conducted to gather data on materials and adequacy of facilities. (Refer to Figure 18)

77 percent of Title I teachers and 66 percent of aides are satisfied with their access to materials. In light of the large quantity of materials we saw in our observations, this medial level of satisfaction is probably reflective of their desire for access to materials with interest and vocabulary more appropriate to their students. (See discussion below)

Except in the few cases where teachers are not assigned their own room, we noticed a plethora of materials in the Title I rooms. Such choice of materials is necessary to accommodate a range of needs within class groups. However, by far the most frequently used materials during on-site visits were (in order of frequency) worksheets, teacher-made materials (xeroxed), and workbooks. Observers sense an over-reliance upon materials per se rather than as aides to instruction.

The level of materials available is an issue which teachers and aides state needs attention. When teachers were asked about specific materials they like, several titles were mentioned repeatedly:

Scope
Continental Press Work sheets
Superstars
Action Stories of Yesterday and Today (AMSCO)
CBS Educational Publishing
Stories That Live (Amsco School Publication)

Individual Corrective English
Double Action for Reading
A Better Reading Workshop
Real Life Reading Skills.
(Scholastic)
Readers Digest materials
Reading Road to Writing (Potter)
Reading Skills for the Reading World

On the other hand, several teachers commented that the Nystrom Reading series has a very low interest level and is too difficult.

The evaluator was surprised to see titles such as Pilgrim at Tinker Creek, I Know Why the Caged Bird Sings, Siddhartha, and All Creatures Great and Small displayed in many of the classrooms as books for Title I students to select for pleasure reading. Such books are so far beyond these students' level for content and for language that instead of encouraging reading, they are yet another indicator to the student in Title I that s/he "cannot read".

RELEVANT COMMENTS

(Satisfaction with Materials)

"I needed higher level reading material, and it was sent." (Title I teacher)

"Excellent materials cover a wide range of skills." (Paraprofessional)

(Level of Materials)

"I need higher level reading material." (Title I teacher)

"Some of the students who performed poorly on the . . . tests need material on a higher level. I'm convinced the materials here are not challenging enough for them." (Title I teacher)

"I don't have enough to match the different grade levels. In this class I have a range from second to tenth grade. I am missing upper level readers." (Title I teacher)

"All can do some level of each skill. It's a matter of differentiation at each level." (Title I teacher)

(Impact of Materials)

"I am opposed to the use of carrels - If materials can teach I don't have to be here. The kids weren't learning with them and I had them taken away. This is not a clinic situation." (Title I teacher)

"There is too much emphasis on individualizing at the cost of developing a sense of community and interaction." (Title I teacher)

"The most important materials are pencil and paper." (Title I teacher)

(Quantity of Materials)

"More materials for the students." (Title I teacher)

"The kids like Scope and I use it a lot, but I don't have enough copies to go around." (Title I teacher)

"I spend a lot of time making up and xeroxing materials." (Title I teacher)

(Quality of Materials)

"I would like more choice in materials. I don't see why the teacher can't pick from a selection." (Title I teacher)

"Consult with teachers before sending in book orders. Much material ordered from downtown is not geared to students."

2) Facilities

Classroom observations by the evaluators confirmed that in almost all cases there was adequate if not ample storage space, that lighting, ventilation, windows, and furnishings were all satisfactory. Most of the rooms were identical to the sort being used for regular classroom instruction in the same building. The exceptions were basement rooms (1 school), using converted space (2 schools), and small tutorial rooms tucked in behind libraries or administrative space (2 schools). In 2 schools, more than one Title I class was being conducted within the same room. Although not optimal conditions for instruction, this arrangement did not seem to hamper either the teachers or the students. However, instruction relying more on oral work and student-teacher interaction would not be so easily accommodated in these combined classrooms. (See Table 11, on the next page)

Teachers, aides and school administrators were asked about facilities. 92 percent of teachers responded that they are satisfied with this aspect of Title I. Some 77 percent of the paraprofessionals were satisfied. (Refer to Figure 18)

Table 11
OBSERVED CONDITION OF FACILITIES - HIGH SCHOOL

	<u>EVALUATOR'S RATING</u>	
	Satisfactory	Unsatisfactory
Storage Space	86%	14%
Lighting	100%	0%
Heating	100%	0%
Ventilation	95%	5%
Windows	86%	14%
Noise Level	100%	0%
Room Size	83%	17%
Blackboard	89%	11%
Bulletinboard	81%	19%
Furniture	100%	0%

RELEVANT COMMENTS

"Title I has access to everything in our building and to every service which our school enjoys." (School administrator)

"We expanded the facilities and are very satisfied." (School administrator)

Summary

There is an abundance of materials in the classes. However, much of it is not appropriate to the level of instruction necessary to remediate high school students. Teachers commented on the over-reliance upon materials and equipment. Teachers would like more input into the choice of materials.

Teachers and aides have a combined satisfaction rating of over 84 percent with facilities.

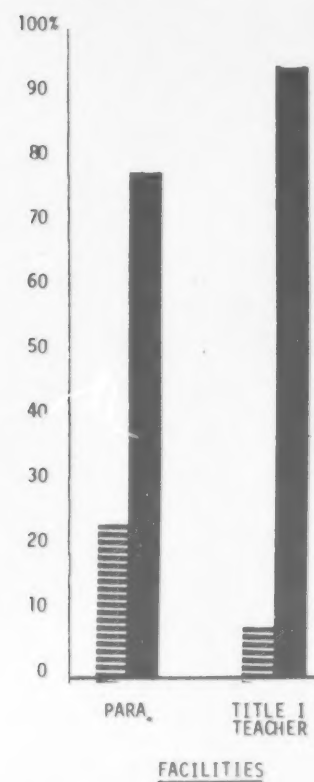
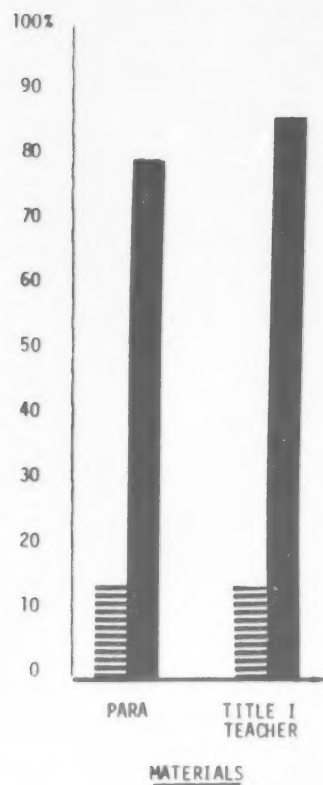
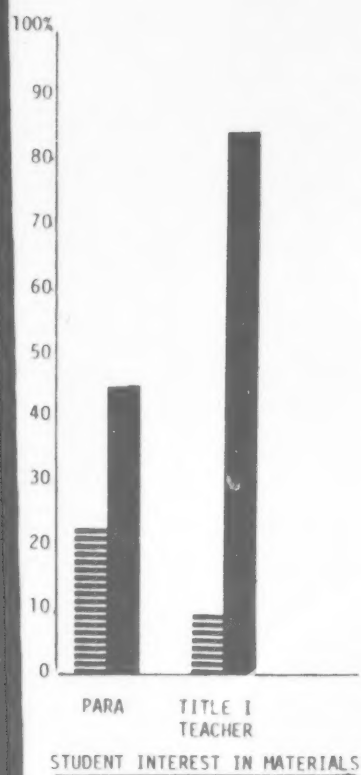
Figure 18

MATERIALS AND FACILITIES

High School

LEGEND*

-  - DISSATISFACTION
-  - SATISFACTION



*Graphs represent the percentage of Satisfaction and Dissatisfaction. Remaining responses are Neutral. Neutral responses are not graphed.

INSERVICE/STAFF DEVELOPMENT

This year the four magnet high schools - English, Copley, Madison, and Boston Tech, were added to the responsibilities of the Staff Development team. Each staff development person is responsible for two districts as well. Responsibilities include demonstrating materials, teaching techniques, and working with staff individually. Most of their actual in-service work, they report, is done in the classroom. The most frequently requested topics from teachers are classroom management techniques, teaching techniques, the demonstration of materials, and the use of diagnostic data. Of the five people assigned to Staff Development, four were new to Title I as of February, 1981.

Title I teachers and paraprofessionals were questionnaired regarding their perceptions of orientation, quality of workshops, and input into workshop content. (Refer to Figures 19 and 20)

1) Orientation

Over 85 percent of the Title I teachers and paraprofessionals reflected satisfaction with orientation. Orientation seems to be most useful for teachers new to the program. Teachers returning to the program do not find orientation as useful. They feel testing information and clerical procedures are repetitive.

RELEVANT COMMENT

"Orientation bores me. They should try breaking it up into small groups. They repeat the testing information." (A Title I teacher for three years)

2) Number of Workshops

There is a fairly substantial level of dissatisfaction among Title I teachers (23 percent) and the paraprofessional aides (33 percent), with the

number of workshops offered this year. The first Inservice workshop was held in April of this year. Some teachers felt workshops should be offered earlier in the year so that information gained could be implemented in the classroom.

RELEVANT COMMENTS

"Last week we had our first in-service workshop since the orientation one." (Comment on questionnaire dated April - Title I teacher)

"I would like to see more workshops throughout the year." (Title I teacher)

"I would recommend that there be more workshops for the paraprofessionals." (Paraprofessional)

"I would recommend having the workshop before April so that we could use the excellent ideas presented." (Title I teacher)

3) Quality of Inservice Workshops

In general, 85 percent of the teachers were satisfied with the quality of inservice workshops. Some 99 percent of the paraprofessionals were satisfied.

Inservice of April 3

A Joint Teacher-Paraprofessional Aide workshop was held on April 3 at the Campbell Resource Center. There were two separate sections, one on the teaching of writing, conducted in two small groups of about 10 teachers each and a second, concurrent section on the teaching of reading skills. About 45 minutes at the end of the morning were spent in peer sharing in groups numbering about 15 each. Participants discussed topics such as class management, motivation, and discipline.

Staff Development asked for a pencil and paper evaluation at the conclusion of the workshop. This is an abstract of the comments they received. 25 teachers and 18 paraprofessionals responded to the questionnaire.

Table 12
RESPONSES TO IN-SERVICE EVALUATION

	% Teacher	% Paraprofessional
1. The objectives of the workshop were clear.	88	78
2. The workshop was helpful, practical, interesting.	77	88
3. Rate how well the topics were presented:		
Excellent	27	48
Good	61	40
Fair	11	12

Paraprofessionals consistently rated the workshop higher, an observation which the evaluator interprets as possibly reflecting a higher level of expectations from teachers. Also teachers have been in Title I an average of 5.5 years, and paraprofessionals, 4.6 years. The tables below indicate other aspects of the sessions that participants were asked to rate:

Table 13
WHAT WAS THE STRONGEST FEATURE OF THE WORKSHOP?

TEACHER	%	PARAPROFESSIONAL	%
Group Discussion	27	Peers sharing	16
Various Techniques	16	Reading	12
Well-organized	16	Participation	8
Topics	11	The group	4
Manner of presentation	5	Writing	4
Geared to classroom needs	5	Audit information	4
No response	16	Methods	4
		Well planned, practical	4
		No response	40

Table 14

WHAT WAS THE MAJOR WEAKNESS OF THE WORKSHOP?

TEACHER	%	PARAPROFESSIONAL	%
Lack of time	27	Lack of time	16
None	16	No coffee	16
No coffee	5	None	8
More organizational techniques	5	No math	4
Physical Environment	5	More Techniques	12
Too theoretical	5	No response	44
No response	38		

Table 15

WHAT WOULD YOU RECOMMEND AS ONE CHANGE IN THE WORKSHOPS?

TEACHER	%	PARAPROFESSIONAL	%
More group interaction	16	More	8
Smaller workshops	16	New Techniques to use the materials	8
More and longer	11	Math	4
Title I teacher as presenter	5	Earlier in year	4
Practical	5	Limit topics	4
None	5	More peer sharing	4
Techniques for non-readers	9	No response	68
No response	33		

Table 16
SUGGESTIONS FOR FUTURE WORKSHOPS

TEACHER	%	PARAPROFESSIONAL	%
Writing	16	Continue peer sharing	8
Classroom management	16	Keep like this one	8
Materials demonstration	5	Materials display	4
Diagnosis	5	Classroom management	4
Poetry & creative writing	5	Reading	4
Team teaching	5	Techniques	4
Non-readers	5	No response	68
Specific skills	5		
No Response	5		

Aides did not respond to questionnaire items as frequently as did teachers. Teachers and aides indicated the strongest feature of workshops was group discussion/peer sharing and the weakest feature was "lack of time".

RELEVANT COMMENTS

"The one inservice I attended was aimed at beginning reading teachers and not useful to me. I did not join Title I until after the September orientation." (Title I teacher)

"Staff development is very helpful in a one on one situation." (Title I teacher)

"The Boston Staff are superb - five star." (Title I teacher)

4) Input Into Workshop Content

81 percent of teachers and aides are satisfied with their amount of input into workshop content. Suggestions for future workshops include more peer sharing/group discussion, instructional technique for writing and individualized instruction, classroom management and material usage with displays and demonstrations. (Refer to Figure 20)

RELEVANT COMMENTS

"I would like to see more writing activities. Writing is very important to Title I objectives. It reinforces reading." (Title I teacher)

"Writing should be emphasized more." (Title I teacher)

" . . . practical writing. It is a difficult skill to teach and to learn. More on writing." (Title I teacher)

" . . . writing and spelling skills . . ." (Title I teacher)

"More on techniques for individualizing." (Title I teacher)

"The content of the workshops should deal strictly with instruction. Show us how to develop a working sequence of skills, and reduce the Performance Objectives to a reasonable level. My students need to understand punctuation, not adverbial clauses, and how to write a paragraph, indentation, and not worry about the gerundive." (Title I teacher)

"More peer sharing." (Title I teacher)

"I would like to see more opportunities for peer sharing." (Title I teacher)

"Do a workshop on team teaching." (Title I teacher)

"A workshop on how to work closer with my aide." (Title I teacher)

" . . . more training for aides." (Title I teacher)

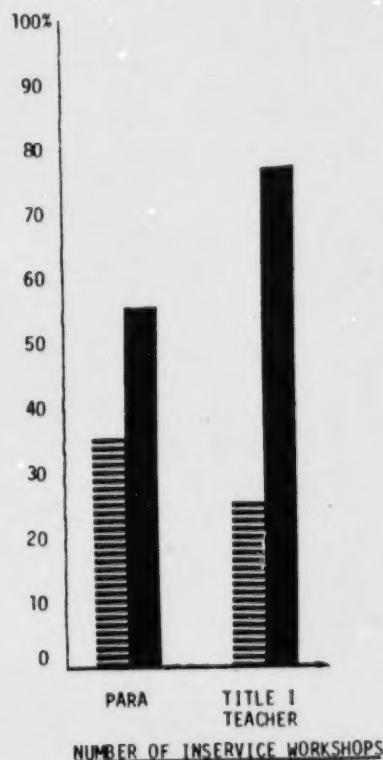
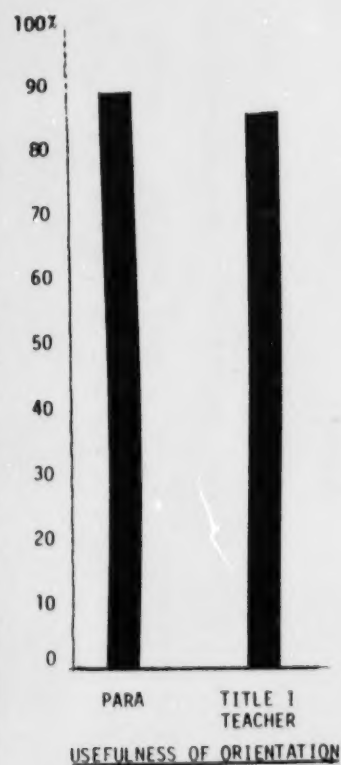
Summary

Teachers and their paraprofessional aides were asked to reply to questions on in-service opportunities. On the whole they were satisfied with orientation, quality of the workshops, and in-put into the in-service agendas. Only 77 percent of the teachers and 55 percent of the aides are satisfied with the number of workshops.

Teachers and aides suggest conducting workshops earlier in the year, running sessions on writing, facilitating more peer sharing and organizing more workshops.

Figure 19
INSERVICE/STAFF DEVELOPMENT
High School

LEGEND*
 DISSATISFACTION
 SATISFACTION



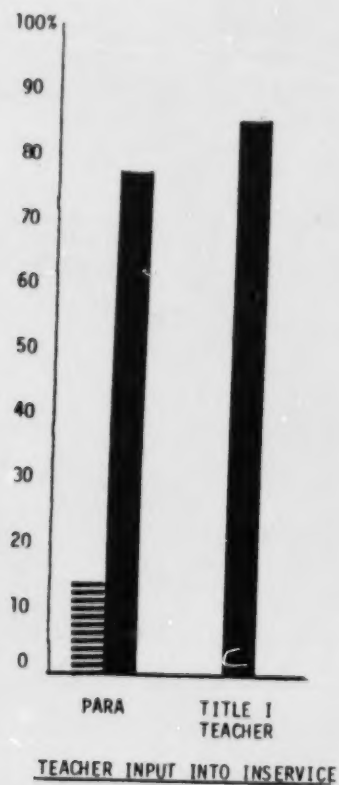
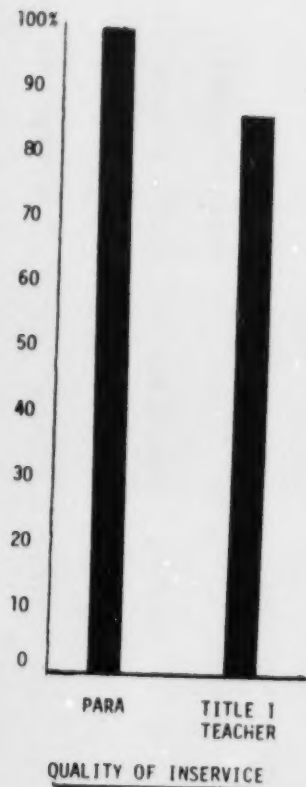
*Graphs represent the percentage of Satisfaction and Dissatisfaction. Remaining responses are Neutral. Neutral responses are not graphed.

INSERVICE/STAFF DEVELOPMENT

High School

LEGEND*

 - DISSATISFACTION

 - SATISFACTION


*Graphs represent the percentage of Satisfaction and Dissatisfaction. Remaining responses are Neutral. Neutral responses are not graphed.

COMMUNICATIONS

Classroom teachers, Title I teachers, aides and school administrators rated their level of satisfaction with various aspects of communication. Intercommunications between Title I and non-Title I personnel, notification of Title I rules and regulations, and notification of school activities were judged. (See Figures 21-23)

1) Communication of Title I Rules and Regulations to Non-Title I Staff

The satisfaction with communication of Title I goals and regulations between Title I staff to non-Title I staff was not as high as was satisfaction with other aspects of the Title I program. 63 percent of Title I teachers, 57 percent of their aides and only 53 percent of the classroom teachers were satisfied with communication of Title I goals and regulations. One factor affecting the level of satisfaction may be the late notification that a school is Title I eligible. After the start of the school year there is little formal time for inter-school communication about Title I and diminished opportunity for coordination between Title I and classroom teachers. No other comments were given to explain this lesser level of satisfaction.

2) Inter-Staff Communications

Levels of communication with Title I administrators, school administrators, Title I teachers, and classroom teachers were rated by involved staff.

Paraprofessional and Title I teacher ratings average 94 percent satisfied.

Communication with Title I Administration, Title I teachers, and school administrators are effective, as illustrated by over 90 percent satisfied. However, breakdowns in communication occur with non-Title I teachers. Rules

and regulations are sometimes not communicated effectively and further contact with Title I administration is limited. One Title I teacher recommended an in-house orientation to the content area teachers.

Non-Title I teacher and, Title I teacher communications are also areas of social concern. Ratings from responding Title I and classroom teachers indicate that less than 70 percent were satisfied. Classroom teachers often request more communication with Title I staff, however, there is no designated conference time to facilitate effective communication

Some 20 percent of Title I teachers are dissatisfied with the amount of opportunity for communications with other Title I teachers. Increased peer sharing at inservice workshops would be useful for these Title I teachers.

A majority of school administrators, Title I teachers, and aides were dissatisfied with parent communications. An average of 59 percent of these groups were not satisfied. (More discussion about parents and Title I communications is located in the Community Relations section of this report.)

RELEVANT COMMENTS

" . . . should be more communication with classroom teachers." (Classroom teacher)

" . . . closer coordination with classroom teachers." (Classroom teacher)

"More communication between program and school." (Classroom teacher)

"More time for contact between classroom teachers and Title I teacher." (Classroom teacher)

"Weekly meetings with coordinator so that outside writing and reading assignments can be worked on during Title I reading classes. Conferences on each student's level would be helpful." (Classroom teacher)

"We should have better communication with other professionals in school - teachers and administrators." (Paraprofessional)

"I think there should be an in-house orientation of content area teachers." (Title I teacher)

"I would like to attend workshops with teachers in the building to focus on needs." (Title I teacher)

"I would like more meetings with other Title I high school teachers - what works peer-sharing, methods, effectiveness of instruction." (Title I teacher)

3) Notification of School Activities

When asked to rate their satisfaction regarding notification of school activities, an average of 77 percent of the Title I teachers and their paraprofessionals responded that they were satisfied.

Summary

Some of the least satisfaction with the Title I program lies in the area of communication. School administrators, classroom teachers, Title I teachers and paraprofessional aides all indicated that one or more of the communication channels should be strengthened. Communications with Title I to school administration was satisfactory. Some difficulties in communications between Title I and classroom teachers are apparent as demonstrated by the dissatisfaction ratings of both groups. Only 67 percent of paraprofessionals reported satisfaction with Title I teacher/aide teamwork. Communications with parents were rated lowest by everyone.

Classroom teachers do not feel that rules and regulations are adequately communicated to them and Title I staff is only moderately satisfied with the communication of school activities to them.

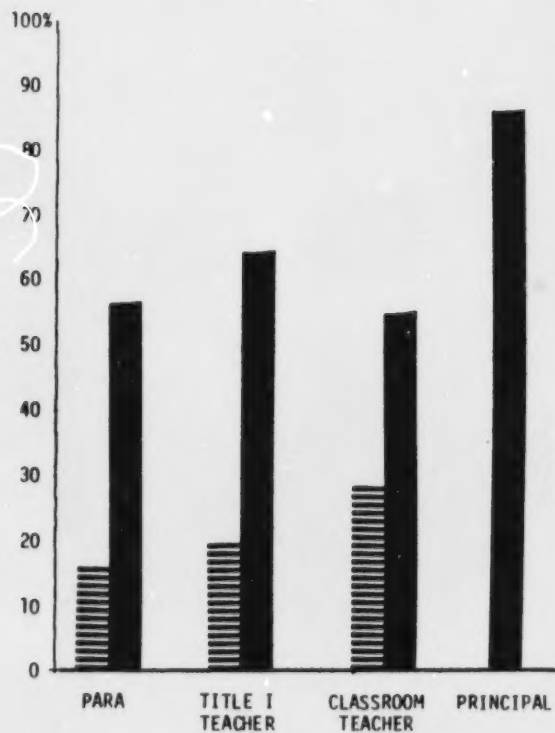
COMMUNICATIONS

High School

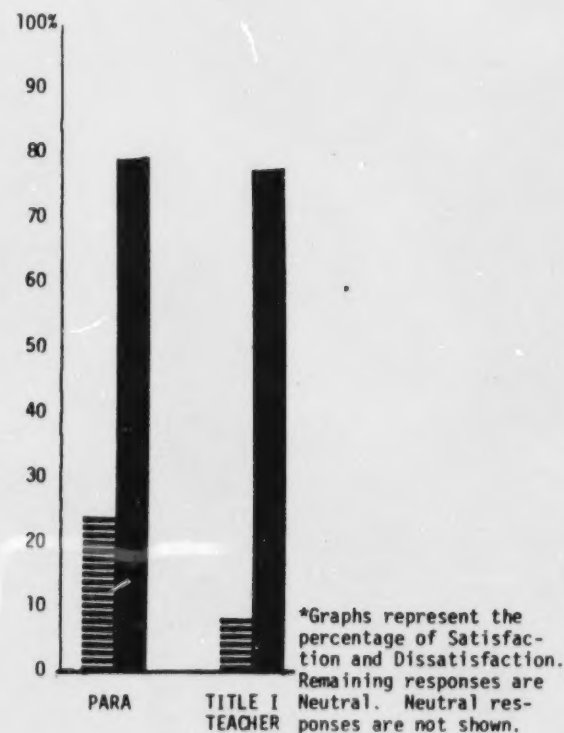
LEGEND *

DISSATISFACTION

SATISFACTION



COMMUNICATION OF TITLE I GOALS & REGULATIONS
TO NON-TITLE I STAFF

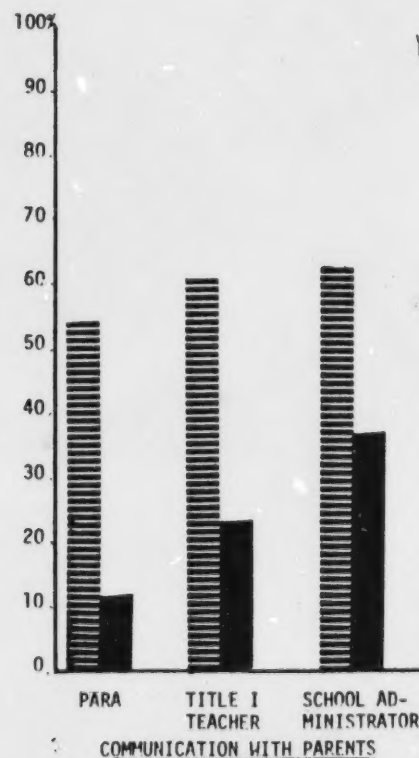
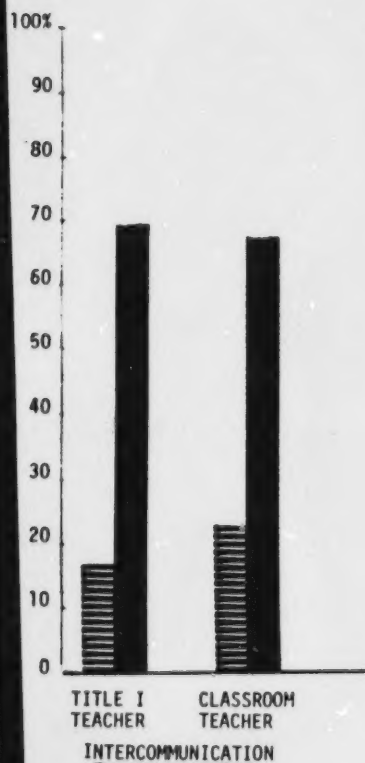


NOTIFICATION TO TITLE I
STAFF OF SCHOOL ACTIVITIES

*Graphs represent the percentage of Satisfaction and Dissatisfaction. Remaining responses are Neutral. Neutral responses are not shown.

Figure 22
COMMUNICATIONS
 High School

LEGEND*
 DISSATISFACTION
 SATISFACTION



*Graphs represent the percentage of Satisfaction and Dissatisfaction. Remaining responses are Neutral. Neutral responses are not shown.

Figure 23

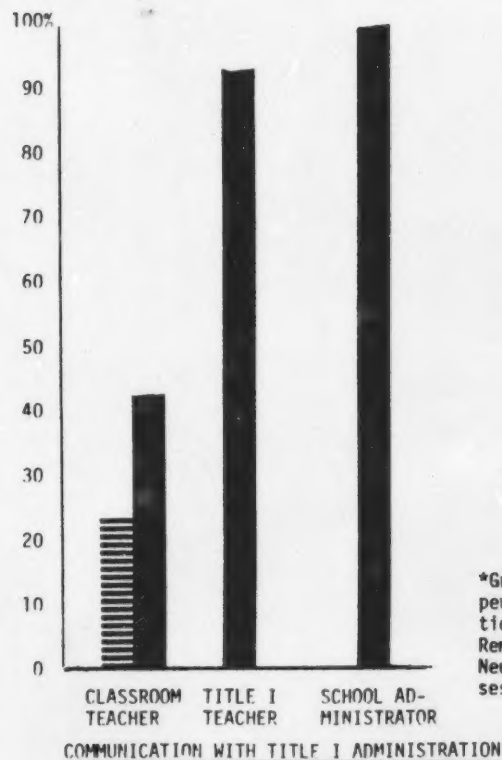
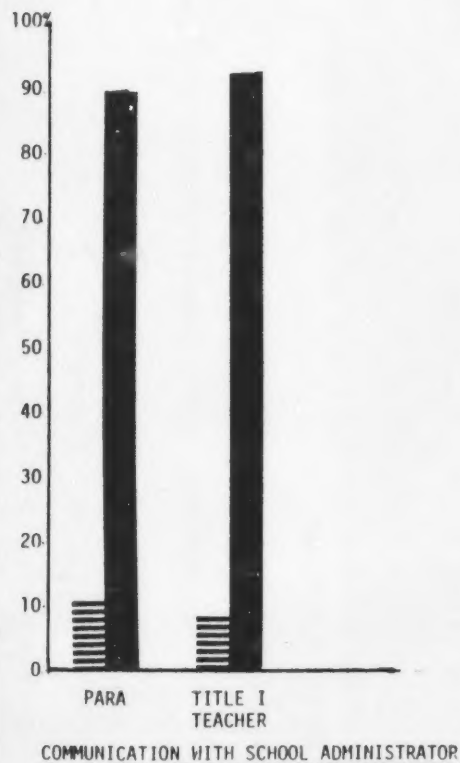
COMMUNICATIONS

High School

LEGEND *

DISSATISFACTION

SATISFACTION



*Graphs represent the percentage of Satisfaction and Dissatisfaction. Remaining responses are Neutral. Neutral responses are not shown.

PROGRAM OUTCOME JUDGEMENTS

The following program outcome judgements were made by Title I related personnel on 1) the extent of reading/math improvement, 2) self-concept gains, 3) attitude toward school, and 4) student enjoyment of Title I.

1) Reading/Math Gains

Among professionals, Title I teachers were most satisfied (85 percent) with the reading or math gains of Title I students. With an average of 67 percent satisfied, classroom teachers, aides, and school administrators indicated lesser degrees of satisfaction with student academic gains. (Refer to Figure 24)

RELEVANT COMMENTS

"I have seen improved self-concept and a more positive attitude toward classwork. However I cannot judge improvement in Math or Reading." (Classroom teacher)

"It [program outcome] . . . depends on the quality of the teaching. The teachers we have now have been here for one year, are trained in Reading. We are lucky." (Classroom teacher)

"Their oral reading is better." (Title I teacher)

"The composition writing skills improved." (Title I teacher)

"The results of the pre and post test show me that the students are learning." (Title I teacher)

"I see progress in their daily work." (Title I teacher)

"Their study habits have improved. They show an interest in class." (Title I teacher)

"They are learning new techniques - how to find signal words, increased vocabulary." (Title I teacher)

"Improved scores on post-test." (Title I teacher)

"Improved skills are reflected in their work. They become interested in what they're doing. In September, the kids couldn't read, write, speak, listen, or communicate as they do now." (Title I teacher)

"I give monthly pre and post tests. I know they are making progress in their daily work. Their spelling and oral work is better."
(Title I teacher)

2) Self-Concept Gains

When asked about gains in self-concept, 100 percent of the principals were satisfied and 76 percent of the Title I teachers were satisfied. Some 68 percent of classroom teachers and 66 percent of paraprofessionals were satisfied with gains in this area. Several comments addressed the question of stigmatization that occurs when students attend Title I classes. (Refer to Figure 25)

RELEVANT COMMENTS

"I recommended that we remove 'Title I' from report cards." (Title I teacher)

"My recommendation is to improve on the label of the program."
(Paraprofessional)

"The wording Title I Program has proven to be a great stigma to young adults. The students' attitude to the wording 'Language Arts Program/Remedial Reading' would up-grade their attitudes." (Classroom teacher)

"We need some way to make students feel more positive about Title I. Many feel it is a stigma, the work is 'baby work'." (Classroom teacher)

3) Improved Attitude Toward School

All groups were asked about students' improvement in their attitude towards school. Principals were the most satisfied (86 percent), and paraprofessionals were the least, with 44 percent indicating satisfaction. Some 69 percent of Title I teachers showed satisfaction and only 64 percent of classroom teachers showed satisfaction with students' improvement in attitude towards school. (Refer to Figure 24)

RELEVANT COMMENTS

"The majority of my students improve their attitude toward learning. However, a very small percentage of students have emotional and social problems that affect their progress." (Title I teacher)

"Attending Title I classes does not seem to influence my students who have a negative attitude toward school." (Title I teacher)

"I have seen improved self-concept and a more positive attitude toward classwork." (Classroom teacher)

"I believe our best students read only at level . . . I feel some effort should be made to motivate the students to want to learn to read well. Student apathy is the biggest problem." (Classroom teacher)

4) Students' Enjoyment of Title I Class

When asked to rate their level of satisfaction with students' enjoyment of Title I classes, classroom teachers are the least satisfied at 59 percent indicating satisfaction, 83 percent of the Title I teachers were satisfied, 77 percent of their paraprofessionals were satisfied, and 86 percent of the school administrators were satisfied. (Refer to Figure 25)

RELEVANT COMMENTS

"Some students resent the fact that they have to give up another subject to come to Title I. Others like the opportunity to receive individualized instruction." (Title I teacher)

"The kids resent having to change their schedules in September." (Title I teacher)

"Some like it - some don't. This class represents stability for them." (Title I teacher)

"I tell them that if they had a physical problem they'd go to a doctor. And that this class is going to help them with their learning problems." (Title I teacher)

5) Student Perceptions

High school students were given written questionnaires at random in their Title I reading classes. They were asked to reply RARELY, SOMETIMES, or ALWAYS to questions about what effect attendance in Title I classes has upon them. Specific issues deal with reading gains, improvement in classwork, attendance patterns, and their enjoyment of Title I. Students commented on negative aspects of attending Title I, and their relationship with their teacher. (Refer to Figure 26)

Reading Gains

72 percent of the students said that Title I OFTEN helps them read better, and 22 percent said it SOMETIMES does.

RELEVANT COMMENTS

"Because it helps me read better." (Student)

"Because it's easy to understand. And we understand." (Student)

Improvement in Classwork

While only 59 percent of the students feel that their Title I work ALWAYS helps them do better work in their other classes, 37 percent stated that it SOMETIMES does. The combined number of 96 percent is a significant indication of the amount of impact Title I instruction has upon the students. Student comments reflect appreciation for carry-over into regular classwork.

RELEVANT COMMENTS

"I like Title I reading because it helps me in my vocabulary and when writing good sentences." (Student)

"It helps me improve other things I could do." (Student)

" . . . because it is helping me in school work." (Student)

Attendance Patterns

A significant percentage (75 percent) of the students feel that Title I is an incentive to attend school. A high number responded that Title I classes motivate them to stay in school and graduate (81 percent).

Enjoyment of Title I Class

Finally, they were asked about their enjoyment of Title I classes. Their responses are influenced by their general outlook on the day they were questioned, their feelings about their Title I teacher, resentment at being pulled out of other classes, feelings of stigmatization, being identified as different from their peers, and by the level of materials they work with. 13 percent RARELY enjoy Title I, 19 percent SOMETIMES, and 78 percent said they ALWAYS enjoy Title I. This makes an interesting comparison with school professionals' assessment of students enjoyment of Title I. (Refer to Figure 25) Working with the teacher is seen as both useful and pleasurable.

RELEVANT COMMENTS

(Enjoyment of Title I Classes)

"I like it because the classes are small." (Student)

"I learn new things." (Student)

"Because it helps me read better." (Student)

(Appreciation of Title I Teacher)

"Because I like the teachers." (Student)

"Because the work helps me to learn and the teachers are friendly and helpful." (Student)

"I like the Title I program because I learn more and the teachers give more help than the regular reading teachers do." (Student)

"They take their time to help you learn and be a better reader in the future." (Student)

(Feelings of Stigmatization and Apathy)

"I don't really like it. This class makes me feel kind of detriment, compared to the people that go to class upstairs."
(Student)

"I find nothing special about this class. It is just another class."
(Student)

"Title I is okay sometimes, but it is boring sometimes."
(Student)

Summary

Although Title I teachers see definite improvement in their students, classroom teachers and the Title I paraprofessionals did not rate the Program Outcome as highly. Students, on the other hand, have very strong positive judgements about Title I and its effect upon them. They consistently reported that it was helpful in both cognitive and affective ways. Their remarks reveal that Title I is sensitive to their needs and that they had an appreciation for what Title I offers them.

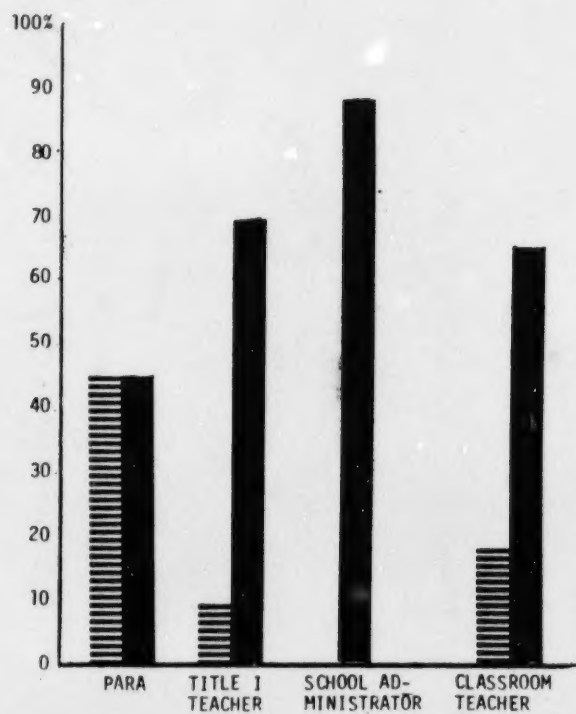
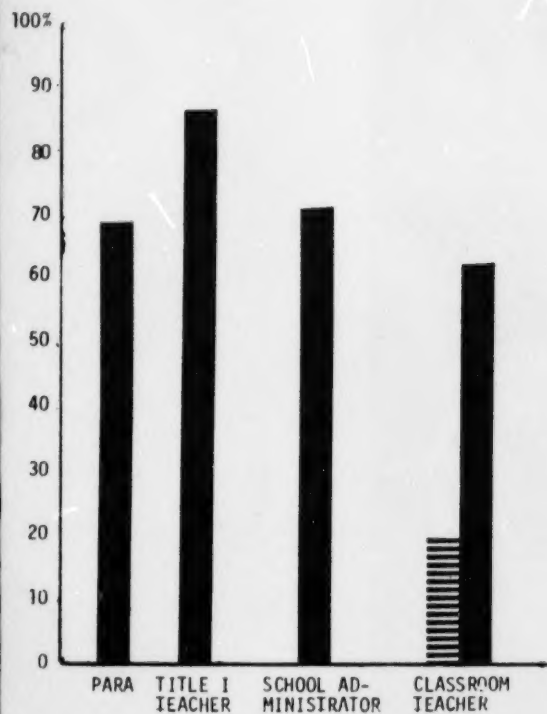
Figure 24

PROGRAM OUTCOME JUDGEMENTS

High School

LEGEND *

DISSATISFACTION
SATISFACTION

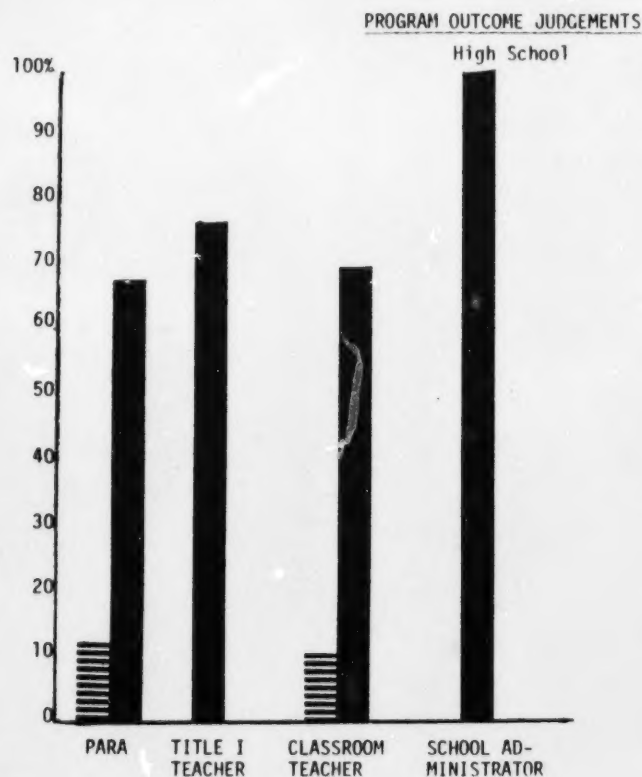


READING/MATH IMPROVEMENT

*Graphs represent the percentage of Satisfaction and Dissatisfaction. Remaining Responses are Neutral. Neu-responses are not graphed.

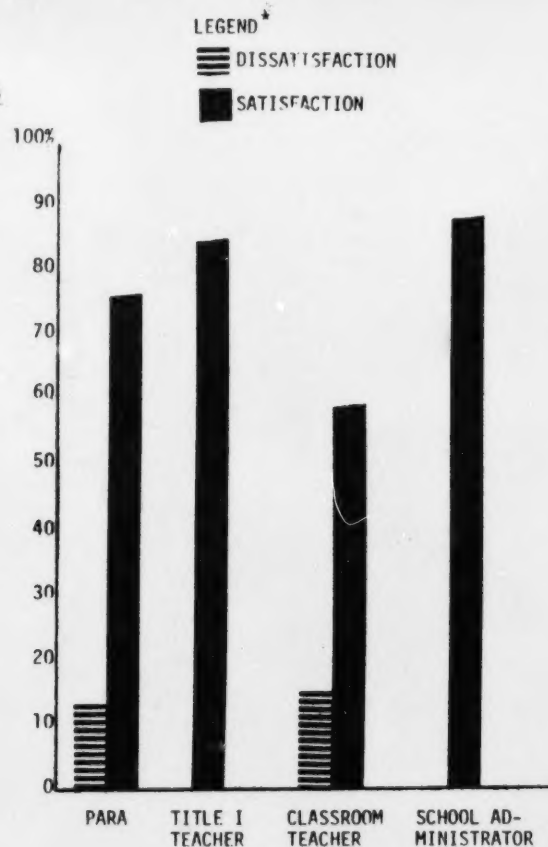
IMPROVED ATTITUDE

Figure 25



GAINS IN SELF-CONCEPT

*Graphs represent the percentage of Satisfaction and Dissatisfaction. Remaining responses are Neutral. Neutral responses are not graphed.



ENJOYMENT OF THE TITLE I CLASS

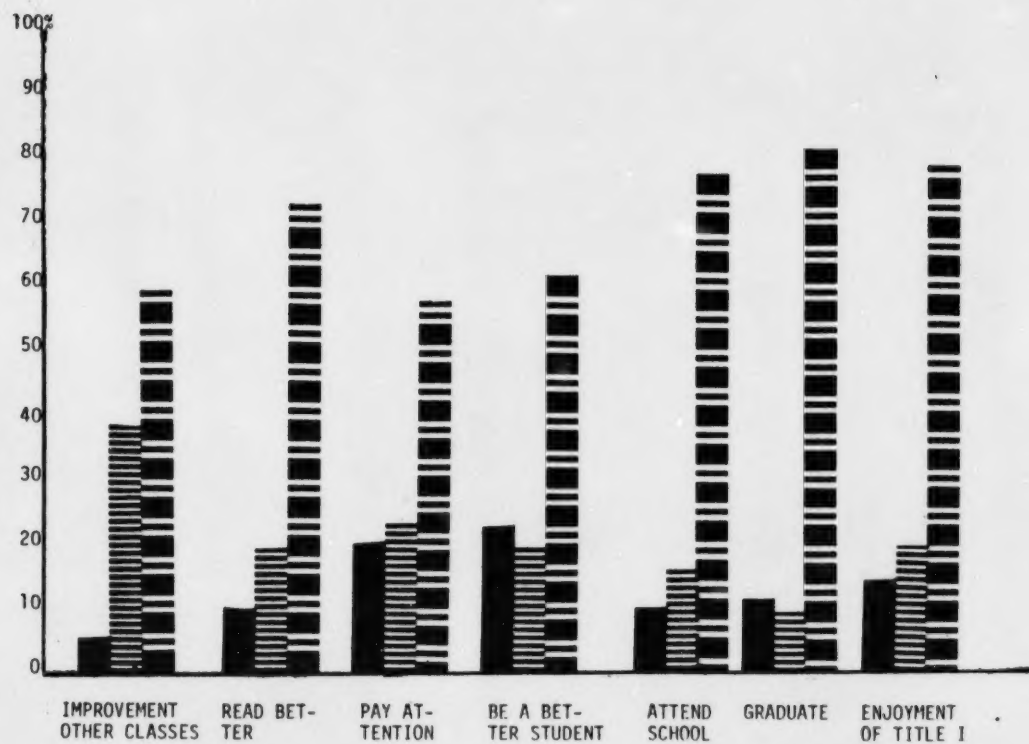
Figure 26

PROGRAM OUTCOME JUDGEMENTS

STUDENT RESPONSES

High School

LEGEND



V. COMMUNITY RELATIONS/SECONDARY SCHOOLS

15 Community Liaison Aides, under the direction of two Assistant Directors/Community Relations, assume liaison responsibility for the Secondary Schools. Each Aide has between 10 and 13 schools assigned to her.

The Community Liaison Aides each received questionnaires for distribution at local PAC's during the first week of May.

The job of Assistant Director/Community Relations is shared by two individuals who have divided responsibility for various parts of this job. While one works with parents on budget, evaluation, and project application, the other is in charge of dissemination, by-laws, and planning. Among its major accomplishments this year, the BTIPAC had a great deal of input into planning and development, needs assessment, the Project Application, and evaluation.

About 50 parents attend the city-wide PAC meetings. Attendance this year was lower than in previous years due to the several major problems that confronted Boston. The Assistant Director stated that the most frequent type of parent involvement is attendance at PAC meetings, and that the second most common involvement is a visit to the school. Among the activities of the BTIPAC are showing the film "Boston Title I" and conducting a workshop on how parents can help students at home. Other PAC agendas have been devoted to budget discussions, showing parents how to make educational games for their children, and a meeting with a librarian on books for summer reading. In addition, the Associate Director for Research and Evaluation attends meetings to discuss testing. Other agenda items were discussions on Chapter 766 (Special Education) and Social Services.

The Community Relations Department maintains a bulletin board in their office and has established a warm atmosphere for aides.

Money from the Title I parents' budget has been disbursed this year to pay for 1) travel - to local, state and national Title I meetings; 2) dissemination of materials; 3) postage; 4) paper; and, 5) running workshops. Buses, speakers, coffee and meals were some of the additional expenses.

A. City-Wide Parents' Advisory Council

This year the city-wide PAC voted to rename itself the BTIPAC, Boston Title I Parents' Advisory Council. Meetings are held on a monthly basis. Eight city-wide PAC meetings were held this year. All meetings, except one, were held on Mondays. Average attendance was 28 parents per meeting.

Table 17

BOSTON TITLE I PARENTS' ADVISORY COUNCIL MEETINGS AND ATTENDANCE

DATE	ATTENDANCE
September 22	38
October 20	34
November 24	25
December 15	29
January 19	26
February 23	27
March 16	21
April 8	23

The timing of meetings conflicted with many parents' schedules. One parent requested that meeting times be alternated - mornings one time, evenings, the next.

B. Local Parent Advisory Council

The community relations staff, working through their liaisons, continued this year to try to establish a local PAC at each middle and high school. Of 37 middle schools, parent meetings were held at 28 schools. At three of these schools parent attendance was "zero". Average attendance at middle school PAC meetings is 5.5.

At the high school level, attempts were made at 11 schools to form parent advisory councils. Only seven of these schools were able to draw parents. Attendance was minimal, averaging 3.11 parents per meeting. This is less than the minimal number of eight parents required to establish a local PAC. The following tables illustrate the number of meetings and the average attendance for target Title I middle and high school parent meetings.

Table 18

MIDDLE SCHOOL LOCAL PAC ACTIVITIES (PAROCHIAL)

School	Number of Meetings	Average Attendance
Gate of Heaven	3	10.3
Holy Name	2	12
St. Ann Middle	4	15
St. Augustine Middle	4	8.25
St. Brigid Middle	6	9.6
St. Catherine Middle	3	8
St. Gregory Middle	6	6
St. Patrick Middle	-	-
St. Theresa Middle	-	-
Our Lady of Lourdes	5	0
TOTAL	30	7.9

Table 19
MIDDLE SCHOOL LOCAL PAC ACTIVITIES (PUBLIC)

School	Number of Meetings	Average Attendance
Barnes Middle School	3	1.5
Champlain	4	0.25
Cleveland	5	4.8
Mary Curley	4	0
Dearborn	5	4.2
Edison	3	4
Edwards	3	1.33
Gavin	5	3
Holmes	4	3.25
King	6	0.66
Mackey	5	7.8
Jackson-Mann	2	3.5
McCormack	4	3.25
Michelangelo	3	5
R. G. Shaw	4	0.5
T. Roosevelt	6	6
Timilty	7	9.28
Umana	3	0
Rogers	5	5
Taft	2	1
TOTAL	30	7.9

Cheverus, Irving, Lewenberg, Lewis, Mead, Thompson, Wheatley, and Wilson Middle Schools had non-existent PAC's.

Table 20
HIGH SCHOOL LOCAL PAC ACTIVITIES (PUBLIC)

School	Number of Meetings	Average Attendance
Boston Technical H. S.	3	0
Madison Park H. S.	6	3.5
Jeremiah Burke H. S.	1	0
West Roxbury H. S.	2	0
Dorchester H. S.	1	2
Brighton H. S.	Unknown	
English H. S.	No data reported	
Copley Square H. S.	4	1
Umana H. S.	3	0
East Boston H. S.	1	0
Charlestown H. S.	1	1
South Boston H. S.	1	0
Hyde Park H. S.	1	1
Roxbury H. S.	2	2
Jamaica Plain H. S.	2	1.5
TOTAL	28	0.93

Table 21
HIGH SCHOOL LOCAL PAC ACTIVITIES (PAROCHIAL)

School	Number of Meetings	Average Attendance
Mission High School	4	6.25
St. Gregory High School	7	6.86
Cushing High School	4	2.75
Cathedral High School	No data available	
TOTAL	15	5.29

At parochial middle schools average PAC attendance was 7.9, while public school attendance was 3.22. Similarly, parochial high school PAC attendance averaged 5.29, and public school PAC attendance decreased to .93. Although parent attendance is low at both middle and high school levels, PAC's at parochial schools are much more viable than those at public schools.

C. Level of Satisfaction With Parent Participation

Title I involved personnel rated their level of satisfaction with the degree of parent involvement and parent cooperation with Title I teachers. Results are discussed for the middle school and high school levels independently.

1) Parent Participation - Middle School

Principals rated parental support of overall school programs. Response rates correlate with those indicating level of parental involvement specific to Title I programs. (See Table 19) Note the principal response rates below:

PRINCIPALS' LEVEL OF SATISFACTION
WITH PARENT SUPPORT

DISSATISFACTION	--	34 percent
NEUTRAL	--	33 percent
SATISFACTION	--	33 percent

The scope of parental involvement spans the total spectrum. At the middle school level, parent involvement is minimal. Parent involvement is often non-existent at this grade level, unless initiated by Title I teachers. School-wide parent meetings have low attendance; Title I PAC is non-existent in many schools. Notices and letters home often receive no response.

Although direct parent contact with Title I programs is limited, this does not mean parents are not supportive of Title I. Factors such as work, distance and child care responsibilities prevent physical involvement. Parents who declared lack of Title I support refused provision of services to their children because of "stigmatizing labels" attached to Title I, and the

problem of missing regular course work.

Most teachers felt parents were tacitly cooperative and supportive of the Title I program. Most frequent parent communications occur by phone. On such occasions parents are usually cooperative and supportive. More in-class parent/teacher conferences are encouraged by Title I staff. (Refer to Figure 11)

RELEVANT COMMENTS

(Level of Parent Involvement)

"Parents at this age group are not very active on a large scale for any school activities, but that does not mean they are non supportive." (Principal)

"Parents are extremely grateful for the presence of the Title I program." (Principal)

"Parents do not respond to letters or notices." (Title I teacher)

"Never see a parent." (Title I teacher)

"Parental input spans the entire length and breadth of the universe." (Title I teacher)

(Reasons for Limited Involvement)

"Parents would rather see this program implemented in the lower grades. They feel this is where the reading basics should be emphasized." (Principal)

"Parents feel Title I interferes with other subjects." (Principal)

"It is hard to involve parents of middle school students. Parents' meetings are often held during day when most of our students' parents are working." (Title I teacher)

"Parents are not as involved in Title I as they should be." (Title I teacher)

(Staff Recommendations)

"Parents' meetings in classroom so that we may consult with them personally." (Paraprofessional)

"Combine Title I and PTA meetings." (Paraprofessional)

2) Parent Participation - High School

Of all the aspects of the Boston Title I Reading/Language Arts and Math program, evaluation responses about parent involvement elicited the highest level of dissatisfaction. (Refer to Figure 28) Classroom and Title I teachers, paraprofessionals and principals were asked about their level of satisfaction with the parents' involvement with students' education. Principals were the most dissatisfied (85 percent). 61 percent of teachers were dissatisfied with parents' participation. 66 percent of the paraprofessionals and 36 percent of the classroom teachers indicated that they were not satisfied.

When asked about the satisfaction with parents' cooperation, 36 percent of the Title I teachers were satisfied, and 36 percent indicated dissatisfaction. Paraprofessionals, too, were quite dissatisfied (66 percent) with parents' cooperation.

One teacher, who teaches public speaking in his class requires each of his students to give a short speech in the library. These presentations have been attended by parents as well as Title I administrators, non-Title I teachers, and students from the school.

During the evaluation, many of the teachers commented that the high school students are an older population, some of them are old as 20, and many 18 years old. Parents feel that they have "lost control" or that it is "inappropriate" for them to attend school-related meetings. Three teachers mentioned to the evaluator that their students are already functioning as adults - they have spouses, babies, and jobs. It would appear unseemly for the parents of such students to attend school meetings. Teachers also commented upon the high number of working parents, and single parent families.

RELEVANT COMMENTS

"Over the phone, parents appear to be supportive. However, no parent has ever attended a parents' meeting." (School administrator)

"Several sincere efforts have been initiated to recruit parents and their support. The apathy however still exists." (School administrator)

"Our PAC parent sent out a notice of a meeting, followed it up with a phone call, sent another announcement, and then telephoned the night before the meeting. Not one parent came." (Title I teacher)

"It's extremely difficult to get any significant involvement at this level." (Title I teacher)

"Parents of high school students do not set a high priority on coming to discuss their sons or daughter's progress. This is not peculiar to the Title I program. Not many parents come to 'open house' days for the whole school faculty." (Title I teacher)

"It has been very disappointing." (School administrator)

"We have not been able to solicit parent involvement." (School administrator)

Summary

Community liaison aides have been active this year in continuing to develop local PAC's. Meeting topics have been interesting and varied. Parochial school PAC's have received higher parent participation than those at public schools. City-wide and local PAC meeting attendance is low at the secondary level.

Parent involvement at the secondary level is generally low for both Title I and non-Title I programs. Parent meetings are poorly attended due to conflicting schedules, distance, and child care problems. Primary contact is teacher initiated. Although involved staff are dissatisfied with the level of parent participation, teachers feel that parents tacitly support the Title program. Staff encouraged more parent/teacher conferences.

Figure 27

PARENT PARTICIPATION

MIDDLE SCHOOL

LEGEND

▨ - DISSATISFACTION

■ - SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100

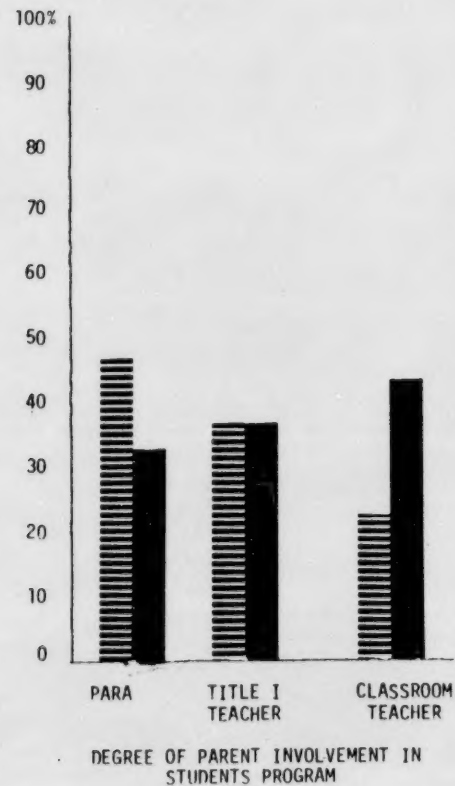
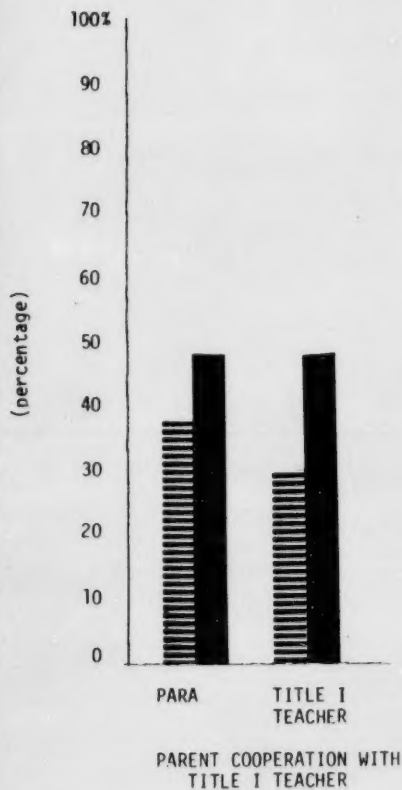
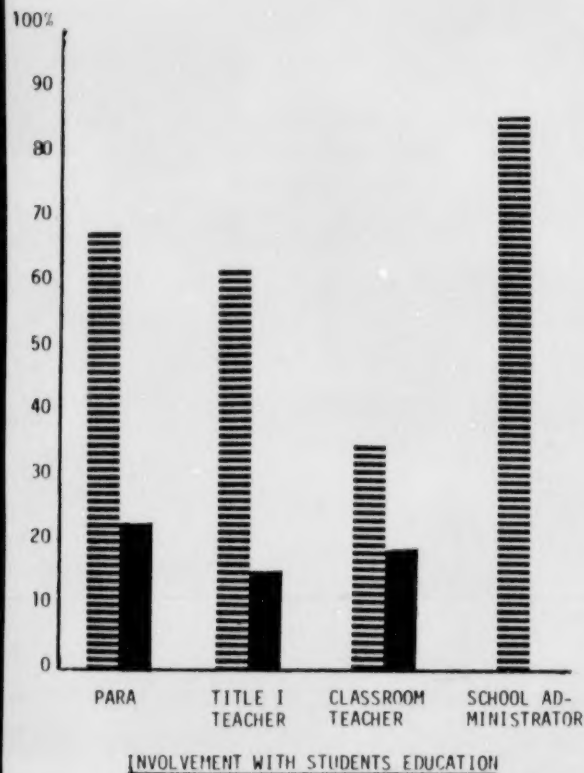


Figure 28

PARENT PARTICIPATION

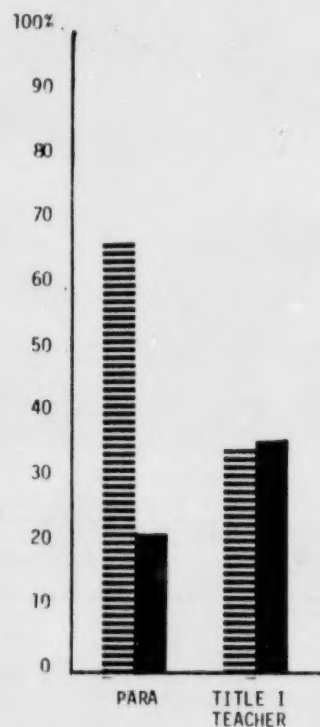
High School



LEGEND *

DISSATISFACTION

SATISFACTION



*Graphs represent the percentage of Satisfaction and Dissatisfaction. Remaining responses are Neutral. Neutral responses are not shown.

VII. RECOMMENDATIONS

A. Middle School

ADMINISTRATION

Recommendation 1: There is overlap in the job functions performed by the staff development team and the assistant directors. These roles should be consolidated to form one position.

Discussion: The primary emphasis of staff development is to provide inservice workshops and onsite instruction to Title I staff. Assistant Directors monitor the administrative aspects of the program. There appears to be overlap between job functions, in areas such as staff competence issues and staff needs. Perhaps roles could be combined to one position entitled Assistant Director/Staff Development with one person assigned to each district. The Assistant Director/Staff Development person would be a reading specialist with administrative skills. Responsibilities of this new position would entail assessment of staff training needs, provision of workshops, regulation of materials, and supervision of staff personnel issues. This new role should exist at all levels of the Title I program.

Recommendation 2: Staff selection should involve both Title I Administrators and School Administrators.

Discussion: Present staffing is regulated by a teacher's seniority in the Boston Public School system pool. Since individual schools have Title I needs particular to their individual populations, both Title I and school administrators desire to have some input for staff placement.

Recommendation 3: Paraprofessionals should have the literacy skills of a high school graduate.

Discussion: It was reported by involved staff that many paraprofessionals were unqualified to teach at the middle school level. Some lack many of the skills they need to supplement teacher instruction effectively.

INSERVICE/STAFF DEVELOPMENT

Recommendation 1: Continue orientation for teachers and paraprofessionals.

Discussion: Orientation unifies Title I staff at the beginning of the year and is an opportunity to give overall administrative directives. Orientation is especially valuable to new teachers.

Recommendation 2: Two mini-workshops for New Century Lab teachers should be provided annually.

Discussion: The lab program is unique to Title I; therefore teacher needs are somewhat different from standard Title I teaching needs. Instructional techniques and innovative utilization of the lab would be useful peer-sharing workshop topics for involved teachers, in addition to formal company instruction.

Recommendation 3: Effort should be made to increase level of communication with classroom teachers. A formal orientation to Title I rules and regulations is needed.

STUDENT SELECTION AND SCHEDULING

Recommendation 1: Increase the amount of staff input in student selection, perhaps through use of a checklist completed by principals or teachers in addition to test scores.

Discussion: Priority students could be better identified. All levels of involved staff feel that too much emphasis in student selection is placed on test scores alone. Although Title I "wait-lists" are lengthy at most schools, highest priority need students are not always selected for receipt of services. External variables often influence test scores such as level of testing effort, daily attitude, "over-testing", and guesswork.

Recommendation 2: Tests seem to be a valid measure of course content, however, revisions in testing conditions need to be made, i.e. timeliness and consistency of location for testing.

- a) The number of Title I and city-wide testing days should be investigated.

Discussion: Title I teachers complained that too many instructional days are spent in testing. Too much testing can detract from course instruction time or cause lower student performance on tests.

- b) Pre and post test conditions should be the same for optimum comparison of gain scores.

Discussion: Pre-tests are often given in the Title I classroom, while post-testing occurs in the homeroom. Varying conditions may affect student performance.

Recommendation 3: Scheduling of Title I should occur when original class schedules are established and listed on the students' class assignment list at the beginning of the year.

Discussion: At many schools student identification and scheduling did not occur until the second or third week of school. As a result, students resent being pulled from classes they enjoy and they experience more blatantly the effects of stigmatization. Lateness of scheduling also can minimize program importance among non-Title I staff and students.

Recommendation 4: Continue the present student/teacher ratio allotment of nine students per class.

Discussion: Class size is conducive to individualized instruction with one teacher and one paraprofessional per nine students.

MATERIALS AND FACILITIES

Recommendation 1: There is a need for equitable distribution of materials among schools.

Discussion: Several schools had an excessive abundance of Title I materials this year. Unused materials should be removed from classrooms and distributed to schools more in need. In schools where vandalism is more prevalent, secured storage space and additional materials should be provided.

PARENT INVOLVEMENT

Recommendation 1: Parent Involvement is low at the middle school level. Reconsideration of type of parent involvement encouraged should be given.

Discussion: PAC activity on a local level is minimal and non-existent in many schools. Parent involvement within the classroom should continue to be encouraged.

B. High School

The following recommendations are the result of our process evaluation. Those marked with an asterisk (*) appeared in the 1979-1980 final report.

ADMINISTRATION

Recommendation 1: All Title I teachers of Reading should be either Reading certified or should attend workshops specific to the teaching of Reading.

Discussion: A significant number of Title I teachers are not only not Reading teachers, but they have come into the program from content areas other than English. Teaching these people specific skills can only increase their effectiveness.

Recommendation 2: Paraprofessionals should have the equivalent of a High School Diploma.

Discussion: Both aide and teacher should serve as positive and capable role models to the students. Aides should have at least the same competencies that students are working to master. Staff Development and/or Reading teachers should conduct workshops for aides.

INSERVICE/STAFF DEVELOPMENT

Recommendation 1: Clearly separate the instructional and administrative aspects of Title I instruction during orientation.

Discussion: There should be a mutual understanding of the goals of orientation so that staff development and teachers have the same expectations. The technical and administrative content of orientation should be distinct from instructional content.

Recommendation 2: Provide for staff assigned to Title I after orientation.

Discussion: A small workshop should be held at the start of the second semester to accommodate teachers who could not attend orientation held in October.

Recommendation 3: Workshops should respond to diverse backgrounds of two distinct groups - teachers and paraprofessionals.

Discussion: Not all of the Title I teachers are experienced in Title I Instruction. While some teachers are certified in Reading, or are English teachers, others have no previous experience in the teaching of Reading or Language Arts. Some of the Title I teachers have had prior experience in high school instruction, while others have none. Paraprofessionals reflect an even greater diversity of background.

An active schedule of varying workshop topics recommended by teachers would allow experienced teachers, aides and new staff to attend those instructional sessions most pertinent to their needs. Among those suggested this year were workshops on peer sharing, materials, discipline, and class management.

Recommendation 4: The workshop schedule should be changed.

Discussion: Workshops held as late in the year as April should have as their agenda what has worked/not worked this year so that when considering materials for next year individuals can benefit from the collective experience. A higher concentration of workshops should be held in October and November, and again in February and March.

STUDENT SELECTION/SCHEDULING

Recommendation 1: *Selection and scheduling of students should be done prior to the beginning of classes in September.

Discussion: Delays in the implementation of the program would be eliminated if the schedule were in place before school opens. An improvement in scheduling procedures will directly affect students who are receiving services.

Recommendation 2: Both pre and post-test results should be made available as soon as possible.

Discussion: The availability of post-test scores will facilitate scheduling for the following year. Teachers who receive post-test results at the beginning of the instructional year will be able to use them not only to appraise gains made, but also for diagnostic purposes. Similarly, results of pre-tests should be known as early in the year as possible in order to plan effective remediation.

Recommendation 3: Appropriate levels of the California Standardized Test should be used to measure student gain or to indicate eligibility for Title I Services.

Discussion: Inappropriately high levels of the CAT do not discriminate accurately between students most in need because the students score so low. The evaluator suggests using lower levels of these tests.

INSTRUCTION

Recommendation 1: Strengthen communication skills within the classroom.

Discussion: With very few exceptions, the instructional model the evaluators observed was that of students entering the classroom, locating their folders, and beginning to work on worksheets. Minimal or no whole class discussion was held either around a mechanical topic (i.e. use of adverbs) or a reading selection. In our opinion, reading remediation cannot be removed from an approach in which understanding, speaking, reading and writing are seen as being on a continuum. Teachers who develop a language rich environment will increase their students' chances to make real gains. Silent classrooms do not motivate students to acquire strong reading and communication skills. The use of carrels should be examined to see if they promote learning or inhibit the kinds of communication necessary to reinforce skills. Teachers need to see that individualization and interactive skills are not mutually exclusive.

Recommendation 2: The South Boston High School pilot should be considered as a possible model of effective Title I instruction.

Discussion: Helping students to function within the regular classroom at the time of instruction, in addition to the pull-out model, may increase the effectiveness of remediation. The immediacy of instruction to a student's need is an important element of remediation. The program at South Boston addresses the problems of coordination and communication between the classroom teacher and the Title I teacher.

Recommendation 3: Continue the Math component.

Discussion: Students presently in the Math pilot are all in the first decile. The program at Madison High School should continue and teachers from other schools have indicated a need in their buildings.

Recommendation 4: *The use of worksheets and workbooks should not replace instruction.

Discussion: Whole class or group work on skills should precede any practice or use of worksheets. The relative values of active teacher instruction, prior to the beginning of an assignment, versus no such prior discussion, should be studied.

MATERIALS AND FACILITIES

Recommendation 1: High interest, low vocabulary materials, suitable for high school students should be in greater use.

Discussion: A. Based on teachers' comments during on-site visits, we recommend that the following materials be retained:

<u>Scope</u>	<u>Individual Corrective English</u>
<u>Continental Press Work</u>	<u>Double Action for Reading</u>
<u>sheets</u>	<u>A Better Reading Workshop</u>
<u>Action Stories of Yesterday and Today. (AMSCO)</u>	<u>Real Life Reading Skills</u>
<u>CBS Educational Publishing</u>	<u>(Scholastic)</u>
<u>Reading Skills for the</u>	<u>Readers Digest materials</u>
<u>World</u>	<u>Reading Road to Writing</u>
<u>Stories That Live (Amsco</u>	<u>(Potter)</u>
<u>School Publication)</u>	

B. We have questions about the Nystrom Reading series which teachers state has a very low interest level and is too difficult, and the following titles which teachers say are unsuitable reading material due to their difficulty:

<u>Pilgrim at Tinker Creek</u>	<u>Siddhartha</u>
<u>I Know Why the Caged Bird</u>	<u>All Creatures Great and Small</u>
<u>Sings</u>	

Recommendation 2:

Annotated bibliographies of available reading materials should be distributed to all Title I teachers.

Discussion:

The classroom teacher, working daily with students, is in the best position to gauge which materials will be most relevant and interesting to the class. Materials pre-selected for the teacher who has no input into the choice will possibly spend most of the year on the shelf. The evaluators found during visits that several of the titles sent to the classroom were highly unsuitable for their intended use. It is defeating for a student in a remedial reading program to see an array of books which are inaccessible to him. Teachers should be able to select their own materials from a range of choices.

Recommendation 3:

Audio-visual materials should be used or removed from the classrooms.

Discussion:

Teachers should be trained in the use of audio-visual materials. If this is impossible, equipment should be removed to allow for other types of instruction such as the reading of plays which teachers report is very popular among students, class discussion of reading selections and other interactive skills. Teachers gave us the following responses when asked about the use of audio-visual materials.

1. Materials are secured because of vandalism and they are not readily accessible.
2. They have not been able to fit the use of the materials into the schedule.
3. Four teachers stated that they are opposed to the use of these materials.
4. One teacher commented that students frequently bring in their own tape recorders, plug them into the listening center, and do not do the lesson. He no longer plans lessons around audio-visual materials.

Recommendation 4:

Accomodate students entering Title I from ESL program.

Discussion:

Charlestown and South Boston are among two of the schools in which many students in Title I are from non-English backgrounds. Dictionaries and culturally oriented readers would be useful. During our observations few students were able to complete classwork without the help of a student proficient enough to translate from their native language to English. Dictionaries were in constant use in those classrooms where they were available.

COMMUNICATION

Recommendation 1: *Develop mechanisms to carry over Title I into the content areas.

Discussion: There should be a higher degree of coordination between the content area teachers and the remedial teachers. Students should be encouraged to bring problem assignments and questions to the Title I classrooms. Skills such as outlining, report writing, note taking, and library skills are necessary to succeed in class.

Recommendation 2: Improve communication of Title I goals and regulations to non-Title I staff.

Discussion: Developing a closer working relationship among Title I administration, Title I teachers, and classroom teachers is important.

PARENT INVOLVEMENT

Recommendation 1: Efforts should continue to increase parent involvement.

Discussion: We suggest trying the following:

- Rotate meetings between A.M. and P.M. times to allow different groups of parents with work or home conflicts to attend.
- Rotate the meeting days so that those parents with prior commitments (job, courses, etc.) can attend at least one meeting.
- Avoid convening meetings near the major holidays (Thanksgiving, Christmas, etc) when families tend to be busier.
- Do not schedule meetings near the end of the year or during January and February when inclement weather is likely to interfere.
- Experiment with agendas for meetings: provide entertainment by students or others, sponsor a pot-luck dinner or cookout, etc.
- Greater effort should be made to encourage parents to attend specially designated Parent-Teacher conferences.